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ABSTRACT

Of the 13 essays presented in this special issue on libraries and adult education, 8 focus on programs and services from the public library for adult learners. These essays provide information on: (1) an Education Information Centers Program (EIC) designed to complement employment skills training provided under the Comprehensive Employment and Training Act (CETA) (P. Tarin); (2) the Westchester Education Brokering Service (WEBS), a public library/university collaboration (J. Thresher); (3) the Adult Independent Learner Project (AIL) in the New York Public Library (B. Shapiro); (4) AIL in the Nassau Library System (D. Puryear); (5) adult independent learners and the Steele Memorial Library of Elmira (C. Bossard); (6) the effect of AIL on the Ramapo Catskill Library System (RCLS)(R. W. Anglin); (7) a study by the New York State Library exploring community-based learning in public libraries (K. M. Fiels); and (8) the role of programming in public library service for the community (M. L. Bob). The remaining five essays deal with intellectual freedom (R. K. Molz); political lobbying on the part of the library community (H. T. Farley), patterns of use of New York State Public Library's film collections (J. W. Palmer), the New York State Interlibrary Loan Program (NYSILL) (J. G. Rollins), and receipt of federal funds by college and university libraries in fiscal year 1981 (E. J. Josey). A 1926 article by Melvil Dewey on adult education concludes this special issue. (ESR)

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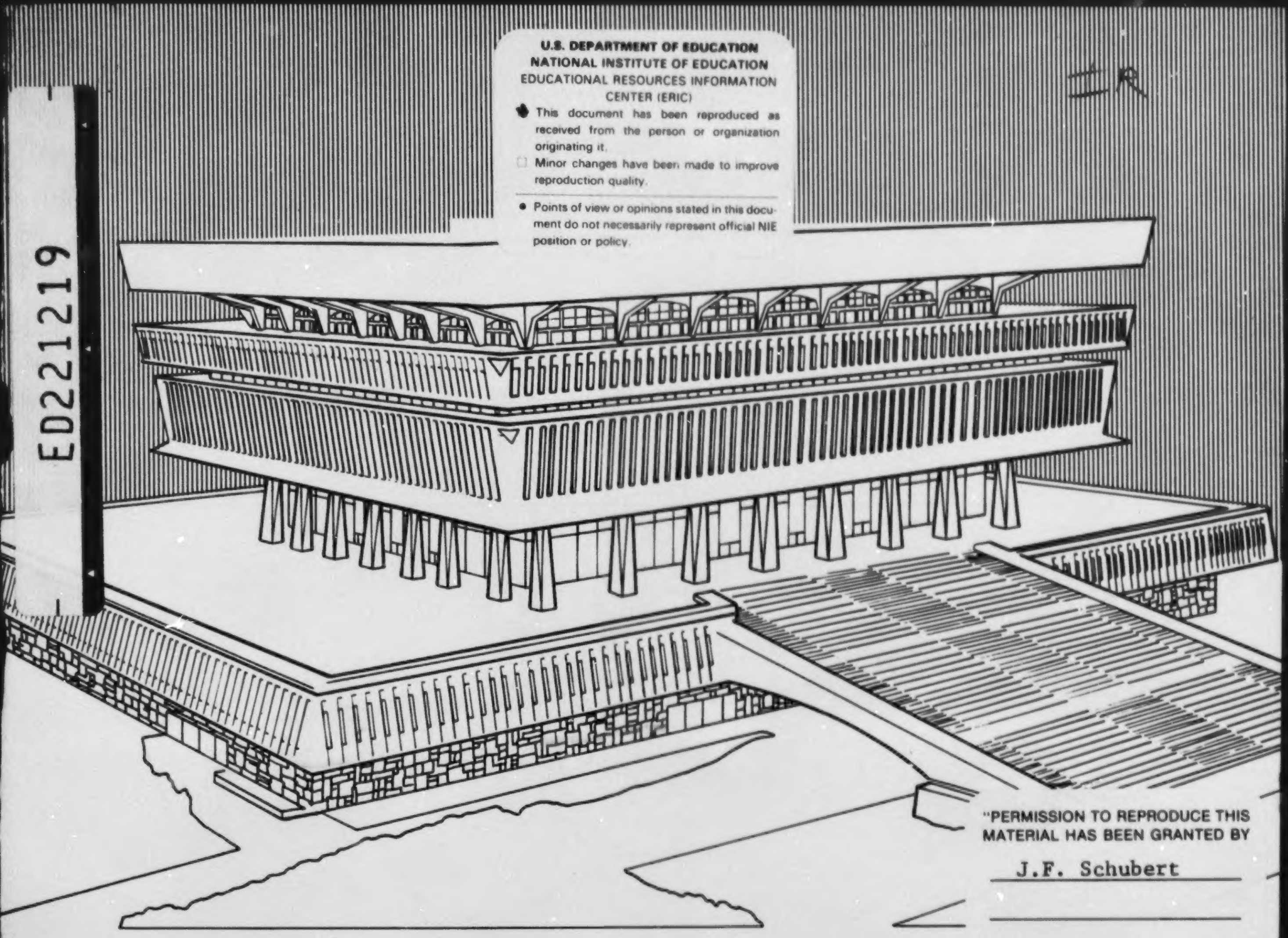

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IN PERSPECTIVE: WORKING WITH ADULT LEARNERS

The College Board recently revealed that 60 million adults participated in some aspect of continuing education during the last year. "Almost 85 percent of those adult students were studying 'how to' topics that would help them cope with a change in their lives, such as how to use new equipment on the job or how to care for aging parents. The rest were continuing their education simply because they enjoyed learning or wanted to meet new people ... More than 55 percent of adult students were educating themselves for career transitions."

Librarians for many years have believed, as evidenced by Melvil Dewey on page , that libraries have an important contribution to make to adult education. Libraries are providing an array of services and programs to meet the needs of the adult learner. A large number of the 60 million adults who engaged in some form of study made use of libraries in their quest to enrich their lives through learning. This issue of The Bookmark is devoted to the theme, Libraries and Adult Learners, with a focus on programs and services from the public library.

Of the 13 essays that comprise this issue, 8 are devoted to the theme. Patricia Tarin with the assistance of Joanne Genovese describes a very unique program, EIC/LEARN (Library Employment Assistance Reinforcement Network) that was designed to aid disadvantaged adults by complementing employment skills training provided by CETA programs. The author points out "that the disadvantaged are not aware of many basic services and functions of the library ...." Jacqueline Thresher reports on the WEBS, a very popular and creative program, designed to provide "a library-based service for adults interested in career change, job advancement, and/or obtaining further education." Unlike the LEARN program, only 3 percent of the clients had less than a high school education. The New York Public Library pioneered in services to the adult independent learner, and Barbara Shapiro tells of the achievements as well as the effects of funding cutbacks on that program.

All of the adult learning programs emphasized the role of the library not only as a place for distributing books but also as an information center. In short, using a book for specific information is as valid as checking it out to read from cover to cover, and providing counseling and/or advisory services to adults is as important as providing reference services. Dorothy Puryear in her discussion of the adult learner program in the Nassau Library System supports this view, for she reveals that the goal of the program is "...the development of the local library's role as a total 'Community Information Center,' supplementing its traditional one as 'keeper of the books,' to help it be seen as a source of lifelong learning and provider of information to meet adults' needs in an increasingly difficult social and economic environment."

Public librarians work with adult users in a variety of ways. In the Southern Tier section of the State, Carolyn Bossard tells of the role of the Steele Memorial Library in several interesting scenarios including assisting a neighborhood group in obtaining the designation of its geographic area as a historic district, which has led to preservation and improvement. Richard W. Anglin relates how the Ramapo Catskill Library System program has been affected by the adult independent learner program, and it is his contention that the AIL program "has shown that library service must be an active program of identifying needs in the community, ... and making these resources and services known."

Keith Michael Fiels discusses an imaginative and innovative program funded by the National Endowment for the Humanities to explore community-based learning in public libraries. He reminds us that "formal institutions are only beginning to realize the potential of public libraries as sites for adult learning...." He also admonishes that "learning communities, however desirable, will not occur unless librarians can respond to the demands of lifelong learning." Murray L. Bob establishes the fact that programming is an essential part of library service in the concluding theme essay. He takes another look at public library programming and dissents from the Ballard point of view and argues that "a program is simply a library activity which is directed to more than one person at a time, unlike the reading of books."

The remaining five essays are very challenging. R. Kathleen Molz, in her brilliant treatise on intellectual freedom, postulates that "the old adage that 'sticks and stones may break my bones, but words can never harm them' has a cruelly ironic meaning in a society where little control is exerted over the ownership of guns and weapons and much control is exerted over the contents of the school library." Senator Hugh T. Farley, the chairman of the New York State Senate's Subcommittee on Libraries, in a provocative address to the Trustees Institute, praised the library community's political efforts when he said, "the library community has developed an extraordinarily effective lobbying effort in both Albany and Washington.... And, your lobby groups have made libraries 'a good thing' among legislators - witness the fact that 209 of the 210 Senators and Assemblymembers were cosponsors of this year's library bill." A study of the pattern of use of film collections in New York's public libraries was made by Joseph W. Palmer. Of his several conclusions, it is interesting to note that urban populations make greater use of film collections. Jane G. Rollins provides a two-year assessment of the NYSILL program and indicates that "for many users in the State, NYSILL is the primary access route for research resources." The final essay by this editor is his annual box score on how college and university libraries fared in obtaining HEA Title II funds.

E. J. Josey

LEARNING TOGETHER— LIBRARIES AND CETA COOPERATE IN TRAINING DISADVANTAGED ADULTS

By Patricia Tarin, Assistant Coordinator,
EIC Program, with
Joanne Genovese, former LEARN Consultant,
Education Information Centers Program,
State Education Department

In July of 1980, 10 library systems in New York embarked on a small, but significant, experiment in serving disadvantaged adults. Under the auspices of the Education Information Centers Program (EIC), then jointly sponsored by the New York State Education Department's Office of Higher and Professional Education and the State Library, a $200,000 grant was secured from the Comprehensive Employment and Training Act (CETA).

This grant established EIC/LEARN (Library Employment Assistance Reinforcement Network). During LEARN's short existence, it managed to:

- Train over 3,100 CETA-eligible persons to increase their awareness of and ability to use the resources of library-based education and job information.
- Establish relationships with almost 200 agencies to support LEARN activities and create a referral network.
- Develop original information sources and materials and expand existing collections to provide a more in-depth resource for disadvantaged adults.
- Find the means to extend LEARN-inspired services, in 5 of the 10 locations, beyond the life of the CETA grant.

LEARN was designed to complement employment skills training provided by CETA programs. Most CETA training concentrates on giving specific instruction in a certain trade or occupation, upgrading general academic and communications skills, and developing motivation and work attitudes. These efforts leave the client with increased ability to negotiate a work experience.

LIBRARY RESOURCES

As a fundamental part of their function as information providers, public libraries in New York have developed specific collections on employment, career, and education options which cannot be easily duplicated by other agencies. These centers are known mainly as Education Information or Job Information Centers and are funded through a variety of sources including the W. K. Kellogg Foundation and the Library Services and Construction Act. They have materials in a wide range of formats and levels of complexity which form the nucleus for services geared to assisting patrons in pursuing job and education goals. Tools such as the New York State Employment Office Job Bank; want ads from major newspapers throughout the country; career planning workbooks; civil service study guides; directories of schools, colleges, associations, businesses, etc.; information on non-traditional education programs; financial aid guides; listings of job hotlines; audio and videotapes which teach basic job hunting or career-related skills; and updated files on employment-related programs are among the many items in a typical E and JIC. The LEARN program enhanced the ability of E and JIC's to deal more effectively with the needs of persons eligible for CETA assistance.

CETA clients often need additional employment-related information or services for a number of reasons. For instance, a significant number of CETA clients, about 25 percent, do not find employment as a result of CETA services. Another 50 percent pursue alternate career objectives such as further education, entrance into a branch of the Armed Services, or transfer to another training program. They have not gained entrance into unsubsidized employment. Termination of CETA positions because of reduced funding, loss of CETA eligibility, or loss of employment through incompatibility, may be reasons for starting a new job search for the CETA trained. A successful work experience may also serve to motivate a former CETA client to seek more education for job advancement or career development.

The data available to assist an individual facing these decisions is overwhelming, particularly for those with limited basic academic skills (which is often the case with CETA clients). LEARN's goal was to enhance the CETA experience by improving the capability of CETA clients to search for and use employment and education information.

Drawing on libraries of all sizes and geographic locations, sites were invited to participate in LEARN. These libraries or systems were:

Chautauqua-Cattaraugus Library System/James Prendergast Free Library

Mohawk Valley Library Association/Schenectady County Public Library

Nassau Library System/Hempstead Public Library

Nioga Library System/Lockport Public Library

Regional Learning Service, Inc. (in conjunction with) Onondaga County Public Library

Clinton-Essex-Franklin Library System/Plattsburgh Public Library

Monroe County Library System/Rochester Public Library

The New York Public Library/Countee Cullen Library

Queens Borough Public Library

Upper Hudson Library Federation/Albany Public Library

Each site received between $15,000 - $20,000 for one half-time person to carry out LEARN activities and additional resources appropriate for the educationally and economically disadvantaged adult.

PROGRAM PHASES

The program was funded in two phases: planning and implementation. The purpose of the planning phase was to develop policies and procedures which would be the basis for program implementation. Four E and JICs participated in the planning phase, which lasted three months. These four library systems were Clinton-Essex-Franklin Library System, Mohawk Valley Library Association, The New York Public Library, and the Nioga Library System. With guidance and technical assistance from the New York State EIC Program staff, the four planning sites carried out activities such as developing relationships with the CETA prime Sponsors, assessing the education and job information needs of the CETA client community, analyzing the current materials collection in relation to the client's education and job needs, purchasing and developing materials resources, developing methods and approaches for contacting and using the services of other community agencies, and establishing parameters and techniques for the provision of individual advisement services. The main activity, however, was designing a model client training program and an orientation for CETA counselors.

"LEARN's goal was to enhance the CETA experience . . . ."

From the experiences of the four pilot sites, a manual was produced which included guidelines regarding the above activities, suggested sources for specialized collections and resources, and descriptions of the LEARN program's relationships to the State EIC Program which coordinated LEARN, the State CETA Coordinating Unit (the funding source), the local CETA Prime Sponsor sites, and each LEARN site's respective libraries and library systems. The manual was intended to be used as a support to the individual development of each site's program. Early and constant contact with CETA staff was encouraged to ensure that the program fit into the overall training scheme of each individual CETA area.

The CETA Prime Sponsors receive CETA funds from the Federal government to design and implement programs which will lead to unsubsidized employment for the disadvantaged. They are large, highly complex, and very political organizations. A major objective for LEARN personnel was to make contact with their local Prime Sponsor and convince them that LEARN had something to offer their clientele. Because LEARN was funded through special CETA funds channeled through the State to support educational linkages, there were no already established relationships between the 6 library-based programs and the separate CETA Prime Sponsors on which each was to rely for program participants. Making this connection was the most challenging aspect of the program from the administrative point of view.

In each case, it took an average of three to six weeks to fully gain the support and confidence of CETA administration. This was a time-consuming, but crucial, part of the process because the CETA Primes had to agree to refer clients, share client data, and participate in the development of the training program for LEARN to function. It is a credit to the LEARN site staff and their supporting libraries that each was able to make these arrangements, assuage any fears related to turf encroachment, and form functional working relationships with these busy, high-powered agencies.

TRAINING PROCESSES

As mentioned, the training program was the heart of the LEARN project. Planned in cooperation with CETA training staff, training at each site varied depending upon the special needs of local clients, geographic considerations, and accommodation of work schedules, etc. In most cases, however, each E and JIC/LEARN curriculum included (but was not limited to) a detailed tour of the physical facilities, an explanation of and practice in using major job-seeking tools, instruction in the use of any special machines (microfiche readers, terminals, videotape players, etc.), a discussion of the role of the staff and how they should be used to find information, in-depth descriptions of educational/career materials, assistance in differentiating the roles of various community agencies, strategies for combining all types of resources into a job or career search pattern, and a discussion of the library's other non-E and JIC-related information and services.

Trainers used demonstrations, hands-on usage of resources, talks from resource people knowledgeable in materials or outside services, handouts or other instructional materials, and workshops on specific topics such as interview techinques or resume preparation. The emphasis was on reinforcing the idea that job information may change, but the mechanism for finding it (i.e., E and JIC) is constant and can be negotiated as often as needed. This training was done in groups to allow for unself-conscious exploration of the resources and for group interaction.

ACQUIRING MATERIALS

The acquisition of materials which are appropriate for the disadvantaged adult was also an important component of EIC/LEARN. In searching for these materials, the sites identified valuable new sources for titles previously not present in their E and JIC. Prior to LEARN, most of the sites had concentrated on traditional publishers and materials which were aimed at the high school or college graduate. As a result of the LEARN project, the search for high interest/low reading level materials, items in Spanish, and information on nonprofessional careers, among other topics, became a priority. Finding these resources was difficult and time consuming. Very often, the searching resulted in finding poor materials which were condescending to adults or outdated. With consistent efforts and the sharing of information among the sites, each was able to augment its collection with materials useful to the disadvantaged adult seeking education and job information.

WORKING WITH CLIENTS

LEARN participants were referred by CETA counselors. Groups were formed through individual referrals or by bringing in an entire class. Each location established its own method for obtaining clients with the CETA Prime Sponsor. In aggregate, CETA participants were almost evenly divided between males (40 percent) and females (60 percent). About 40 percent of the persons served were black, 37 percent white, 11 percent Hispanic, and another 11 percent were of other origins. All had suffered long-term unemployment. Although the average number of years of schooling was 11, there were still some problems with academic skills due to the poor quality of education in many places. Basic literacy was not as much of a problem as had been anticipated. Participants represented every stage of CETA training, from prematriculation through placement, and a broad range of training fields. LEARN staff worked with people studying to be everything from accounting clerk to welder.

LEARN client reaction was evaluated by the completion of evaluation forms at the end of the sessions and through follow-up with CETA trainers at intervals afterward. Participant response was overwhelmingly positive. They stated consistently that they had gained a clear understanding of the E and JIC resource, and that they would use E and JIC services again when needed. In most cases, they had not been library users previously. Participants regularly expressed surprise that librarians had job and education information in such an array.

The influx of a population that had previously avoided the library also impacted upon the library. Many library personnel became more knowledgeable about the needs of the disadvantaged through their LEARN experience. There was a feeling that the library was making progress towards a goal of exposing library resources to the hard-to-reach, disadvantaged adult.

IMPLEMENTATION PROBLEMS

As with all new ventures, LEARN's implementation was not without problems. The prediction by the planning site staff that the Prime Sponsor relationship was all-important was borne out. The strength of the relationship deeply affected implementation. Each of these organizations entered into a new area of service and many library staff members had not dealt with CETA at the level of intensity LEARN demanded. The persons who were hired for LEARN did not have expertise in negotiating with complex organizations; they were hired for their library and teaching expertise. Many had never had the responsibility of developing and implementing a program. The fact that issues were eventually resolved shows the learning and perserverance by LEARN staff which took place while the program was young.

Another problem was the substantial loss of funding suffered by CETA midway through the EIC/LEARN program. As one of the first casulties of the Reagan Administration, CETA lost support for a number of their programs which required many LEARN sites to shift their procedures in order to maintain a steady flow of participant referrals. The chaotic atmosphere at CETA during this time made it difficult to keep information flowing and to get necessary support.

Internally, inexperience in dealing with the economically disadvantaged and lack of familiarity with their needs was evident in some of the sites. Training, exposure, and experience helped LEARN staff overcome this initial drawback in the places where it occurred. The same can be said for the gaps in the collections which were addressed by LEARN.

SIGNIFICANCE TO COMMUNITY

Although EIC/LEARN was designed to perform a very specific function for a restricted number of persons, it has implications which transcend the original program. First of all, it documents what has been expressed many times but rarely proven; that the disadvantaged are not aware of many basic services and functions of the library, so it does not occur to them to use it, and that very often, even if they do come to the library, there is a high likelihood that the available resources may not be suited to meet their specific requirements. LEARN also shows that libraries can adapt collections and services and be quite creative in meeting emerging needs, with the proper support and training. Ten communities will reap long-term benefits from the new resources and expertise developed during LEARN's implementation.

LEARN's instructional nature has led some to question whether this is an appropriate activity for the library. Since most of the resources were used in-house, this program had no major pay-back in terms of circulation. The project was an example of the effective proactive use of information and human resources to increase information access to a specific segment of the community. LEARN librarians were able to interact with another agency to enhance the experiences and benefits made available by both to the "truly needy."

Evidence of LEARN's significance is the extension of its concepts and services in five locations beyond the life of the initial LEARN program which ended in September 1981. Ironically, the Nassau CETA Prime Sponsor requested that LEARN trainer, Doris Kalisman, make the program available to their own CETA counselors when their funds disappeared and they had to be terminated. Albany, Chautauqua-Cattaraugus, Queens, and Schenectady all made strong ties with CETA or other agencies in their LEARN networks which have had tangible residual effects.

These small programs worked because of the effort and dedication of the LEARN staff and the support they received from their libraries, CETA, and State personnel. LEARN stands as a promising example of what can be done by public libraries to make their services viable and accessible to the nontraditional user who may have needs which have not been adequately addressed by society.

WEBS (WESTCHESTER EDUCATION BROKERING SERVICE): AN OVERVIEW OF A TWO-YEAR PUBLIC LIBRARY-UNIVERSITY COLLABORATION

By Jacquelyn Thresher,
Special Services Coordinator,
Westchester Library System,
Elmsford, New York

"My counselor was very helpful. We spent considerable time discussing educational alternatives. I have made the decision to take some CLEP exams and seek life experience credit."

"WEBS helped me face myself and redirect my efforts. It convinced me to attempt more than I had previously planned for myself."

"I was encouraged to move ahead towards a fulfilling career, rather than continue to take the easy path and remain stagnant."

"My concerns about returning to school at my age were reduced."

"The most important thing WEBS did for me was to get me moving. I've made definite plans to work in the health field."

"My counselor made me aware of the many possibilities open to me."

"When I first began, I was very depressed and unhappy. Now I feel much better about myself. This has been one of the few things towards my own self-improvement that I have ever finished."

"I particularly found the introduction to the Library's Job Information Center very helpful. I did, and plan to continue to do, a lot of research there."

These are just a few illustrative examples of the feedback we have received from Westchester Educational Brokering Service (WEBS) clients. WEBS is a public library-based career and educational counseling service for adults jointly developed by the Westchester Library System (WLS) and Cornell University's New York State School of Industrial and Labor Relations. (NYSSILR is a statutory college of the State University of New York located on the Cornell campus but having affiliations with Cornell University such as being the corecipient of special grants.)

In 1979, WLS and NYSSILR were awarded a two-year W. K. Kellogg Foundation grant to design and develop a library-based service for adults interested in career change, job advancement, and/or obtaining further education. Although services were to be open to all adults, 18 years of age and over, and young adults, age 16-18, our aim was to specifically target services to "working-class" adults (blue collar, clerical, and service workers).

Throughout the 1970's, the Westchester Library System had participated in the statewide public library effort to develop and provide library services which met the information needs of the rapidly growing adult learner and adult-in-career/job-transition population. Library Services and Construction Act (LSCA) funds had been used to develop several successful services including:

> THE ADULT EDUCATION HOTLINE: A free telephone education information and referral service which, since 1976, has provided nearly 30,000 adults with free information about the academic, vocational, and leisure learning programs available to them in the Westchester area.
>
> JOB INFORMATION CENTERS (JICs): A WLS member library - the Yonkers Public Library - developed the original prototype JIC in 1972. Since that time nine other member libraries in the System have developed JICs and Yonkers developed a second center. As a result, 11 JICs currently serve approximately 50,000 adults and young adults annually. These centers contain information about occupations, employers, employment agencies, job opportunities, labor market trends, small

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business development, vocational training, and job search skills and strategies in a variety of formats. In recent years the focus of most centers has also been expanded to include more resources specifically helpful to adult learners. And, although their names have not been changed to indicate it, most (if not all) have truly become job and educational information centers.

THE LEARNING NETWORK (TLN): A free listing and referral service which links people to people for the purpose of information and learning exchanges. Individuals can register as teachers, learners, and/or sharers. The linkage is free. Although teachers may charge fees, bartering is encouraged and facilitated. As an alternative educational service, TLN expands the learning options of Westchester residents (there are over 425 subjects currently listed) and eliminates many of the barriers to learning for those who can't take advantage of structured educational programs because of cost, transportation, or schedule problems.

LITERACY/ESL INSTRUCTION: Through an affiliation with Literacy Volunteers, WLS and 15 of its member libraries recruit and train volunteer tutors to provide free, one-to-one basic reading and English-as-a-Second language tutoring to functionally illiterate and non-English speaking adults. Currently there are over 450 active student/tutor pairs in the County. Pretesting and periodic retesting indicate that students improve one reading level per 35 hours of tutoring on the average.

Based on our experiences providing these informational and instructional services, WLS was anxious to expand its services to include counseling and educational brokering.[1] We had found that many clients using our informational services needed more than information to make the educational and career decisions facing them.

At the same time the Westchester/Rockland Office of NYSSILR had a commitment to assist its adult students (many of whom are clerical, blue collar, and service workers) pursue their educational and career goals. They were most interested in facilitating the transition of their students from their credit certificate programs into local postsecondary institutions. (NYSSILR does not offer undergraduate degree programs outside its main, Ithaca campus.) In the process of exploring what services were locally available to their students, Carol Wittenberg, director of Cornell's NYSSILR Westchester/-Rockland Office, learned of the Westchester Library System's efforts to serve adult learners. In exploratory talks, mutual needs and complementary resources/strengths were discovered.

" . . . primary focus of the WEBS program . . . is group counseling . . . ."

WLS was also anxious to expand the scope of the adult learner population it was currently serving to include blue collar, clerical, and service workers as they are not traditional public library users. Cornell was anxious to evaluate the impacts a client-centered career counseling and educational brokering service could have on adults, particularly "working class" adults (i.e., blue collar, clerical, and service workers).

The collaboration between NYSSILR and WLS capitalized on the strengths of both institutions. WLS brought to the project: accessible service sites (in terms of hours and location) in the 11 member JIC libraries, the career and education resources of the JIC's, the information files of the HOTLINE, and the expertise as information providers of the JIC and HOTLINE librarians. The State School brought a knowledge of the needs of "working class" adults and access to them through their business, industry, government, and labor constituencies.

Proposal writing and the application process to Kellogg took over a year. As soon as our proposal was approved, Carol Wittenberg and I, as co-directors of the project, began to look for a director of counseling. After an intensive search selection effort, Sonya Shapiro was hired.

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[1] Educational brokering has been defined in various ways. The operational definition that WLS and Cornell used for WEBS is that it is a process which links adults to the vast array of learning opportunities and resources. Brokers present their clients with the full range of educational alternatives and help them choose as well as gain access to the program/-opportunity most appropriate to their individual needs. Brokers are neutral to the choices made by the clients.

She had a bachelors degree in psychology, master's in counseling and doctorate in higher and adult education administration. She had both counseling and program development experience as well. Together, combining our three varied educational and professional experiences and expertise, we collaboratively designed the WEBS program. After Shapiro left to become associate dean, University College, Pace University, Karen Ganz, a former counselor who holds a master's degree, replaced her as director of counseling.

PROGRAM DESIGN

The original WEBS design offered two separate and alternative service tracks: educational brokering for those with established educational goals but who needed to explore learning options before selecting an appropriate program or for those with established career goals but who needed assistance with resumes and/or job search strategies and skills, and counseling for those still in the process of making career/educational decisions. Brokering was provided on a one-to-one basis by peers (adult learners who had themselves returned to school as adults). In addition, every effort was made to select brokers from our target population of "working-class" adults. Counseling was provided by counselors with master's degrees. We sought and hired counselors who had a wide variety of work/life experiences that would help them relate to our target population. All staff had to be willing to work 5-10 hours per week, evenings and Saturdays; live in Westchester; not be on the staff of a local educational institution (to ensure neutrality); and complete a 22-hour WEBS training program.

Although individual counseling was provided if necessary, the primary focus of the WEBS program was and still is group counseling through a 15-hour Career Development Seminar which includes seven two-hour group sessions and one individual session with the counselor. We believe group counseling is not only more efficient (greater numbers can be served at less cost), but that it often can be more effective than individual counseling. The group process can be a valuable educational experience because it exposes each member of the group to the variety of careers, work/life experiences, and views of the other group members. Thus, the group process dynamically provides clients with numerous options and alternatives for career and educational decision making.

Participants in a WEBS group are selected by the director of counseling, taking into account clients' ages, occupations, and educational backgrounds, as well as individual preferences for time and location. Heterogeneous groups are assembled to provide a fertile mix of experiences and backgrounds.

As much flexibility as possible was built into the WEBS program design. Services are provided during weeknight and Saturday hours most convenient to working people in the 11 JIC libraries located throughout the County so that adults may be served at a library close to their home/workplace or at a more distant site if they wish anonymity.

Based on one-and-one-half years of experience, we recently revised our program design. The two-service track system was eliminated; brokering and counseling were integrated. We now offer a single Career/Educational Development Seminar. A second individual session is offered to those clients who need it to work out an educational plan. Our one-to-one brokering had been underutilized and our intake process was complex because we needed to help clients select which service track was most appropriate for them. We found that few of our clients felt certain of their educational and/or career goals when they came to us.

> *". . . clients leave WEBS . . . knowing they are in control of their lives."*

Our program is designed so that our clients leave WEBS having developed action plans to attain the educational and career goals they have set for thelselves in the Seminar and with the knowledge that they are in control of their own lives. They should have also learned a logical, step-by-step process which they can use on their own when they confront future career and educational choices. Our Career/Educational Development Seminar leads our clients through the following multi-phase process:

Phase 1: SELF-AWARENESS
Participants are encouraged to examine how they feel about their work/life accomplishments and to ask themselves specific questions to stimulate new ideas for realizing their career potential.

Phase 2: SELF-ASSESSMENT

The Strong-Campbell Vocational Interest and the Omnibus Personality Inventories are used to help participants define their career interests, work values, and personality characteristics which relate to job satisfaction.

Phase 3: SKILLS ASSESSMENT

Using exercises developed expressly for our target population, participants learn how: to identify the skills they possess, to transfer these existing skills to other occupations, and to identify new skills needed to acquire different careers.

Phase 4: STRENGTH BOMBARDMENT

Using self-appraisal forms and feedback activities, participants become aware of and gain confidence in their abilities and personality strengths and realize that they can bring them to any job. Participants also learn how to express their value as potential students and employees to others.

Phase 5: CAREER EXPLORATION

Using JIC and other library resources, participants are guided in the exploration of various career options. Attention is given to expanding participants' understanding of the work world (which tends to be narrowly focused on their own prior experience) to open them up to a greater understanding of the variety of opportunities available. Participants gather information about the work settings, educational requirements, nature of the work, job availability, and the earning potential of several career fields of interest.

Phase 6: VALUES CLARIFICATION

As participants begin to focus on a career field and a particular type of job to pursue, they are shown how to consider and weigh their skills, interests, work values, and lifestyle choices. Decision making strategies and risk taking are explored.

Phase 7: GOAL SETTING

Participants are encouraged to establish career and/or educational goals. Recognizing that changing careers and/or returning to school is stressful, the Seminar is designed to facilitate and support the risk taking and choice involved.

Phase 8: EXPLORATION OF EDUCATIONAL ALTERNATIVES

Information about traditional as well as nontraditional learning options is presented. Participants learn how to assess education programs. Although adult learners typically have diverse and extensive life experience, they are sometimes haunted by a history of past academic failures which is an obstacle to future learning. This is particularly true of our target population; they often need to gain confidence as they tend to underestimate their abilities. The Seminar is designed to help participants assess their educational strengths as well as determine how to obtain the skills they will need to successfully return to school.

Phase 9: EDUCATIONAL BROKERING

Participants are assisted in selecting an educational program appropriate to their needs. Asistance is offered in negotiating with the educational bureaucracy in areas such as: admissions; financial aid; and advance standing credit through assessment of life experience, proficiency, or challenge exams.

Phase 10: THE JOB HUNT

Participants, whether or not they will be searching for a new job immediately, are shown how to conduct a successful job hunt. Participants complete sample job applications and develop a resume and a sample cover letter. We have found this extremely helpful in "concretizing" the insight and knowledge that participants have acquired during the course of the Seminar. Participants also learn how to obtain, prepare for, and control employment interviews. Role playing helps them focus on effective communication and physical presentation.

Phase 11: TAKING ACTION

This concluding phase provides closure to the Seminar while, at the same time, reinforces the ability of participants to carry out the educational/career action plans they have formulated in the seminar.

PHILOSOPHICAL FOUNDATION

We view people as open systems - able to continually grow, develop, question, and make decisions. The belief that one never arrives, but is always on the way, is the philosophical foundation of WEBS. Adults are acknowledged as autonomous and responsible. This philosophy permeates the entire WEBS project. It underlies our design of services, choice and/or development of resource materials, design of outreach strategies and tools, selection of staff, staff training, and the method of delivery of WEBS services.

OUTREACH

Because of WEBS' intent to reach and serve organized workers through their unions and unorganized workers through their employers, we sought and received the support of the Westchester AFL-CIO Central Labor Body and the Westchester County Association (of business and industry). Special outreach efforts for clients were successfully made through unions, business and industry, and County government using the following strategies:

UNIONS

- Letters were sent to all local union presidents describing WEBS services. We enclosed brochures and flyers requesting that they be posted at union headquarters.
- Editors of local union newspapers were sent press releases announcing the opening of WEBS and describing our services.
- WEBS staff attended a number of union executive-board and shop-steward meetings.
- WEBS brochures were distributed at all Cornell classes/programs in the County.

BUSINESS AND INDUSTRY

- Letters describing our program were sent to personnel directors and/or training managers of all companies in the County employing 50 or more employees. We enclosed brochures and flyers with each letter and requested that employers post our flyer on bulletin boards and leave our brochures in staff rooms/cafeterias.
- In addition, we wrote to 17 major corporations requesting interviews with the personnel and/or training directors.

When we met with representatives of a major corporation we asked that they: distribute our brochures to employees, post a brochure and flyer on each employee bulletin board, and include a WEBS press release in their house organ. Follow-up calls were made to each corporation visited to assess employee response to WEBS.

- We submitted an article on the benefits of WEBS services to employers to the Westchester Business Journal and the paper printed it.
- Members of local chambers of commerce and trade associations were also sent letters and brochures.

> ***" . . . most of our clients had had at least some college education."***

GOVERNMENT

- Letters and brochures were sent to all local officials in WEBS library communities to inform them of WEBS services.
- Letters and brochures were sent to all State and Federal legislators representing the County.
- Letters were sent to the heads of all Westchester County departments offering to provide WEBS services to their employees. Brochures were provided in bulk for distribution to employees.

Additional outreach efforts were made in communities with significant numbers of "working-class" residents. Community organizations likely to have "working-class" members, such as fraternal and church groups, were sent letters and flyers. Following this mailing, phone calls were made to a selected number of these organizations, and arrangements were made for WEBS staff visits.

Finally, an advisory board composed of representatives from the above constituencies and the educational provider community was formed. Those agreeing to serve included: three college presidents, two union presidents, the presidents of the Westchester Central Labor

Body and the Westchester County Association, the chairman of the County Board of Legislators, an assistant to the county executive, and a State senator.

Very little nontargeted outreach was done. Other than standard press releases to local papers, publicity was mostly limited to in-library posters and brochures.

OUR CLIENTS

Our client data indicates that our targeted outreach was very successful. Of the employed clients WEBS served between April 1980 and August 1981,[2] 59.3 percent[3] were in our target population of clerical, blue collar, and service workers. We made considerable effort not to attract homemakers (in the wording and placement of publicity) and we didn't! Only 12 percent of the clients served were homemakers.

While there really is no such individual as the "average WEBS client," the aggregate data suggest that (if there were) s/he would: be employed, be between the ages of 35 and 44, earn between $8,000 and $14,999 a year, and have some college education.

Of our clients, 69 percent were employed. Aside from the 59.3 percent in our target population, our employed clients were 8 percent sales workers; 5 percent technical workers; 3 percent managers; and 25 percent professionals. However, our professional clients (both male and female) were overwhelmingly from the lower paid professions of teaching, nursing, social work, and librarianship.

While our clients ranged in age from their late teens to their late sixties, most were 25-44. Male clients tended to be younger than female clients, and unemployed clients tended to be younger (as a group) than all other clients. As is consistent with the experience of most counseling services nationwide, WEBS clients were mostly female (75 percent).

Despite the fact that Westchester, on the whole, is considered to be an affluent county, 25 percent of our clients who responded to our income question had personal annual income of under $15,000 and only 8.7 percent had incomes over $25,000. Approximately half of our clients did not respond to this question, but a comparison of the demographics of those who responded and those who did not respond shows little difference in terms of age, sex, education, and occupational category, so it is likely that the income levels not reported do not differ significantly from those that were reported.

Again, the data on the educational levels of WEBS clients is consistent with that of other counseling/brokering clients nationwide - namely, that most of our clients had had at least some college education. Only 3 percent of our clients had less than a high school education, 25 percent were high school graduates, 21 percent had some college, 32 percent were college graduates, and 11 percent had graduate degrees. As might be expected, our professional clients had the most education; our clerical and service worker clients had the least. Suprisingly, 34 percent of our blue collar worker clients had completed some college while another 24 percent had earned degrees. The majority of our unemployed clients had attended college - 20 percent had completed some college and 39 percent had earned degrees.

EVALUATION DESIGN

The above demographic information is just a small part of the data that our evaluation system can and has produced. Our evaluation design has two components: client assessment and program (impact) measures. Our intake and follow-up forms have parallel designs to facilitate impact measurement. Although anonymous (in terms of client name) the follow-up forms are encoded with client identification numbers to allow us to track individual client outcomes. Anticipated program outcomes are: career change, job change, job advancement, increased job satisfaction, participation in learning, and increased library usage. A job satisfaction index is used to measure change in clients' satisfaction with the nature of their work, pay, opportunities for promotion, co-workers, and physical surroundings. Follow-up questionnaires were mailed to clients three - six months after they had completed their WEBS experience. Of the 1,064 clients we have sent follow-ups, 43 percent responded.

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[2] As anticipated, it took us six months to design and set up our program, so we did not begin serving clients until April 1980. From April 1980 until the end of the two-year pilot project in December 1981, we served 1,454 clients. Our evaluation/reporting schedule did not allow us to include data on clients served in the fall of 1980 in our first computerized tally and analysis, so the data provided in this article is only about our first 1,064 clients.

[3] During the course of our pilot experience, we changed our intake form to ask the unemployed, retired, students, and homemakers what their former occupation was. Although the response rate was low, data obtained indicates that a significant number had previously been in our target population. Thus we estimate that 50 percent of all clients were our target population.

At the last session of the seminar, clients are asked to assess the service received - the counselor, the materials, seminar length, and the library setting. This end-of-seminar evaluation revealed 96 percent of our clients rated the service received as excellent or good; as part of the follow-up three - six months later, 87 percent still rated the Seminar similarly.

The end-of-seminar evaluation also revealed that most clients (88 percent) thought the Seminar was a good length. Ninety-six percent found the library an appropriate place for the program and 86 percent rated library materials appropriate. The counselor was highly rated by clients: 99 percent stated the counselor was interested in them, 95 percent rated the counselor's ability as excellent or good, 98 percent said the counselor listened and responded to them, and 96 percent reported the counseling material as useful. Ninety-one percent of the clients said that they had established goals for the future, and 97 percent said they would recommend WEBS to a friend.

We are currently in the process of studying all the intake, end-of-seminar, and follow-up data obtained from our first 1,064 clients. Computerization of the data has allowed us to analyze how more than one variable relates. we are particularly interested in determining what, if any, are the differences among blue collar, clerical, and service worker clients and other clients in terms of their asessment of the service they receive and in terms of the impact (changes) we are able to measure.

Our complete data and analysis will be included in a final evaluation report to the Kellogg Foundation and in a publication currently in process.

LIFE AFTER THE TWO-YEAR PILOT

At the same time the Kellogg Foundation funded WEBS, it also funded a statewide EIC (Educational Information Center) program. As of January 1982, WEBS has been incorporated into the EIC program as a site. Our budget is less, so we had to scale down our program somewhat. Staff was reduced, as was the number of seminars. However, our program design and quality remain intact.

Cornell NYSSILR is no longer officially a cosponsor; however, they continue to cooperate with us by donating consulting time and providing technical assistance for our targeted outreach efforts. In addition, Carol Wittenberg has become a member of the WEBS Advisory Board representing the School of Industry and Labor Relations.

CITIZENS' LIBRARY COUNCIL OF NEW YORK STATE LAUNCHES NEW JOURNAL

Citizens' Library Council (CLIC) Quarterly made its first appearance in March 1982. The CLIC Quarterly will continue in a different format the CLIC Newsletter initiated by Eleanor Rosenthal, coordinator of the Council during its first year of existence. Free to members, this official journal of CLIC will focus on a particular type of library in each issue, beginning with public libraries in March. It will also include Federal and State legislative updates, feature articles, a job exchange, calendar of upcoming events, guest editorials, and activities of "Friends of Libraries."

The White House Conference on Library and Information Service (1979) mandated formation of the Citizens' Library Council of New York State. The Council has three primary objectives: (1) promotion of public awareness of libraries' values and contributions to society; (2) increasing political leaders' knowledge of libraries' fiscal and legislative needs, and (3) sponsorship of research to demonstrate the relationships between libraries and the economic, educational, and cultural well-being of the citizens of New York State.

The Editorial Board is seeking articles which can be included in the CLIC Quarterly. Anyone wishing to contribute an article may mail it to Richard S. Halsey, CLIC Quarterly, SUNY at Albany, Draper Hall 113, 135 Western Avenue, Albany, NY 12222. Articles for the September issue on school library media are due in June, and those on college and university libraries for the December issue are due by September 15.

THE ADULT INDEPENDENT LEARNER PROJECT IN THE NEW YORK PUBLIC LIBRARY

By Barbara Shapiro,
Project Director,
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Libraries are "information places." This theme, together with its many variations, has been widely publicized and is undoubtedly acknowledged by a large percentage of the public. Yet, there is still too often a gap between the public's general appreciation of the library's role and the specific knowledge of how and where to satisfy everyday information needs. This is particularly true for questions related to health, consumer information, education, and employment. The 28-year-old with 100 college credits from several schools who needs a degree to get the job s/he wants is not likely to see the library as a source of help. S/He knows s/he could go to a local college but is stymied by unanswered questions regarding possible lost credits, financing, and whether a nontraditional program would meet his/her needs. The 35-year-old unemployed mother of three children will probably not turn to the library to investigate what she should find out before selecting a school or what options might be available before enrolling in a vocational school program which is widely advertised locally.

The vast amount of information in even the smallest library awes the average person. The rows and rows of books seem to offer little clue to their contents. In many cases, an individual cannot see his/her need as one to take to the library because knowledge of what is available is so minimal s/he does not dream that there is an answer. This is one side of the problem of information utilization in libraries: the side as seen by the user.

The other side of the problem is whether the library is able, in fact, to help the user find answers to questions. There are numerous barriers in the way. One barrier is traditional library classification systems which require a certain degree of skill to use and which, even with those skills, are time-consuming and frustrating. Second, answers to users' questions are very often not available in book form. They may first appear in magazines, pamphlets, fliers, or brochures. These materials are often not an extensive part of the library's acquisitions, are difficult to locate in many cases, and, if acquired, are easily lost to access in vertical files and periodical rooms. A third barrier is the sheer quantity of information available and the difficulty the librarian faces in answering questions covering an enormous range of subjects. The nature of traditional librarian/patron interactions is a fourth barrier. Approaching a person who is seated behind an official desk to ask an uncertain, sometimes vague, or hesitant question daunts all but the most assertive. In addition, this is done in a very public space often with other people nearby to hear.

> ***"The vast amount of information . . . awes the average person."***

Furthermore, librarians constantly face the problem of dealing with questions requiring time to answer fully though enough time is not available. Lack of time may be due to the pressures of too many patrons at once or to spoken (or unspoken) "laws" concerning the appropriate amount of time to spend with a patron. Again, questions related to everyday problems often are "personal" to varying degrees. There may be reluctance on both sides of the desk to approach such questions in the traditional library setting.

For the past six years, the Adult Independent Learner Project has been demonstrating ways of enabling the library to become the "information place" in two key areas of the public's information needs - education and employment. At The New York Public Library the two components of the Adult Independent Learner Project are the Learner's Advisory Service (LAS) and the Job Information Center (JIC).

LEARNER'S ADVISORY SERVICE

The original concept of the Learner's Advisory Service as designed by the College

Entrance Examination Board's Adult Independent Learner Project was for the library to offer in-depth advisory service for adults involved in a "learning project." A learning project might involve learning a language, planning a garden, building a boat, or starting a small business. Through an interview with an advisor/librarian, a learning plan was to be developed with study guides utilizing library resources, print and nonprint, and people resources as appropriate.

From the beginning of the project, most people coming to NYPL's LAS centers in the larger library centers, i.e., the three Borough Centers, sought help in locating information about educational programs related to employment. College programs for adults were sought by working adults with little time and money to spare. They wanted to complete their college work as expeditiously as possible. This pattern has continued to the present. The audience for this information is very large and has many common characteristics, making it easier to target a service for them than for the much more amorphous "adult independent learner." The years since the first survey of NYPL's Adult Independent Learner services appeared in The Bookmark (Spring 1978, p.80) have seen the following developments.

EXPANSION OF SERVICES

In the second half of 1978, the first expansion of LAS centers occurred. Second LAS centers were established in the Bronx and Staten Island. These centers were in busy neighborhood branch libraries which were a distance from the Borough Centers, the sites of the original LAS units. The users of these centers came from the local communities and had not, for the most part, used LAS at the Borough Centers.

An important aspect of the service that developed at this time was the establishment of cooperative efforts with local agencies. The agencies used LAS to gain new information and locate sources of information. LAS centers also became a local resource for agency clients needing information on education and employment. Close working relationships developed around this local network. Besides receiving many new clients from various agencies, the library advisors, in turn, were able to refer clients to agencies when appropriate. The center at the Westchester Square Branch in the Bronx had a close working relationship with the community mental health center next door. When LAS sites were threatened with funding cutbacks in 1980, the mental health center director urged, in a statewide newsletter for the mental health field, that mental health centers throughout the State become familiar with these library resources in their own communities and support their fight for funding.

Because the staff person at each new neighborhood center also spent time at the Borough Center, these advisors became thoroughly familiar with the education and employment resources of the entire borough.

> *" . . . the library to become the 'information place' in . . . education and employment."*

One day a week of the advisor's time was spent on field visits to local colleges, job training programs, community organizations, etc., telling people about LAS and learning about the local agencies. Often as a result of these visits, joint programs were planned of interest to the clientele of both institutions.

A local LAS center was established at the Countee Cullen Library in 1980. Countee Cullen is the regional library for the Central Harlem community and the center for many programs and activities. The branch made space available which was large enough both for interviewing LAS patrons and for visits by small groups. The librarian spoke to a variety of groups, including groups of teenagers, about the services. Group visits to Countee Cullen's LAS/JIC center became an everyday occurrence in 1981 when Project Learn began operation.

Project Learn, funded through CETA title VI funds, introduced Comprehensive Employment Training Act (CETA) clients to LAS/JIC services in four locations throughout the State. The Project was developed and administered by the Education Information Centers Program of the New York State Education Department. Project Learn staff and EIC staff worked together to develop the content of workshops which were presented to CETA clients. In the workshops, clients learned how to use their libraries' LAS/JIC to find basic career information, to develop job search strategies, and to identify local employment resources.

Project Learn broke new ground by going beyond a brief orientation to library services to presenting formally structured classes and by establishing an alliance with another agency to demonstrate the relevance of library services to their clients. Building Countee Cullen's LAS/JIC Project Learn brought Adult Independent Learner services to a population that had been as yet largely unserved.

YOUNG ADULT LEARNER'S ADVISORY SERVICE

The next important step was the establishment of a Learner's Advisory Service for Teenagers at the Donnell Library Center in Manhattan. The Center was located in the Nathan Straus Young Adult Room at Donnell. Though all existing LAS units were open to teenagers, young adults were a small proportion of the users. It was believed that the definite needs of teenagers would be served better by a center in an area already attracting many teenagers and with a collection and a librarian concentrated on the needs of this age group. Teenage learners showed up to get help in selecting a college, to find out about financial aid, to locate math tutoring, and to find typing courses and after-school activities.

The YA librarian/advisor built a collection to meet these needs. The aim of the collection was to provide information on as wide a range of learning options as possible. Many young people came knowing what they did not want but with no idea of the possibilities available. One young woman was vehement about how much she did not like school and did not like to study. After some time with the advisor she did say she liked working with her hands. An exploration of apprenticeships followed. She was also referred to a local organizations which helps women interested in nontraditional careers.

After-school and Saturday programs on many topics were a popular feature of the service. Programs on financial aid and selecting a college featured films and speakers, with discussion following the program.

Group visits were arranged for young people from youth employment training programs. During the summer, 500-600 young people viewed films owned by the Center on interviewing and job hunting skills and heard booktalks on career-related titles and were introduced to the services of the Center.

LEARNER'S ADVISORY SERVICE/JOB INFORMATION CENTER MERGER

The largest of the Learner's Advisory Centers is located in the Mid-Manhattan Library, NYPL's central branch of The Branch Library System. Mid-Manhattan also houses the Job Information Center, another service which is part of the statewide Adult Independent Learner Project. In NYPL these services had begun separately and had completely separate staffs.

In 1978 these two services merged and additional staff was hired and the hours of service expanded. The Job Information Center was similar in some ways to LAS. Both services have small collections focused on a theme and attempt to bring materials from different departments together to make the information search easier and the existence of these materials more visible. The Job Information Center has a greater volume of users, and, while librarians give extensive assistance when possible, it is not an interview service as is LAS.

The interrelationship of these two subjects - education and employment - has resulted in the two services complementing each other. The staff is knowledgeable in both areas and is able to provide frequently needed cross-referrals. The two services have approximately 200 patrons a day. Since 1978 the entire Mid-Manhattan building has been renovated. Except for brief closings of one to two departments at a time, the building remained open to the public. LAS/JIC continued to serve nearly as many people even under these difficult conditions.

LAS/JIC is regarded as an extremely valuable resource by many agencies in the city. It is a source for the many career counseling and college placement offices and adult education groups that refer clients to the services. While some of these agencies have small information collections, none have the extensive collection available at Mid-Manhattan. The staffs of many of these agencies also use the collection for their own professional reading and development. The Mid-Manhattan staff is often consulted by agencies wishing to develop collections of their own. Organizations such as the YWCA's Displaced Homemakers and NYU's Continuing Education Department are increasingly bringing groups for orientation sessions provided by the LAS/JIC staff on the use of the services.

ADVISORY SERVICES

In 1981, LAS/JIC became a part of a larger unit at Mid-Manhattan called Advisory Services. Project Access, the Readers' Advisor's Office and LAS/JIC are working cooperatively as a unit providing specialized service at Mid-Manhattan. All four components of Advisory Services provide individualized reader assistance designed to facilitate the public's access to information.

Project Access contains equipment enabling the blind and visually handicapped and the deaf and hearing impaired to utilize library resources. The staff provides training in the use of equipment, gathers materials for use by readers if necessary, and through talks to groups and work with individuals provides guidance and instruction in the use of the library.

The Reader's Advisor's Office, with its collection of bibliographies and special in-house reference tools, handles subject requests for materials which cannot be answered in other departments. They also assist readers in the use of library catalogs and orient them to the use of Mid-Manhattan and NYPL.

LAS/JIC AND INFORMATION UTILIZATION

Developments in Adult Independent Learner services at NYPL in the past four years have continued to address both the users' and the library's sides of the information utilization problem. Through systemwide publicity, group work, agency liaisons, and the creation of a network of organization contacts, the public has come increasingly to know about and use our advisory services. The popularity of these services stems from their ability to deliver information vitally needed in two key areas of people's lives. Delivery of this information is made possible by combining the resources of a focused collection with personalized attention by staff knowledgeable in these subjects.

This same combination of factors has served to effectively deal with the library's side of the question of information utilization. By building a specialized collection in the subject areas covered by LAS and JIC services and then assembling that collection in one physical area, the problems of access created by traditional classification systems and scattered collections are minimized. By developing librarians' helping skills and by establishing an environment in which it is expected that the user and the librarian will confer about the user's information needs, the problems in providing service that develop out of traditional librarian/patron interactions are largely diminished.

EFFECTS OF FUNDING CUTBACKS

In spite of these achievements, these services are in great jeopardy because of their reliance on Federal funding. The services were begun in 1975 with LSCA funding, and recent cutbacks have taken their toll on the services described. The Library has been able to maintain some services but not at the level which had been achieved. The three neighborhood centers in the Bronx, Staten Island, and Manhattan have been eliminated. The Young Adult position at Nathan Straus has been eliminated. The collection at Nathan Straus is still available and attempts are being made to continue the service with regular library staff on a much reduced schedule. At present the service is not open until new staff is trained. Further cutback's forced the elimination of a supervising librarian position at Mid-Manhattan's LAS/JIC.

The uncertainty of funding has had an adverse effect in filling positions when vacated, resulting in a complete lack of service in the Bronx and Staten Island for long periods of time. At this time, the two service points in operation are at Mid-Manhattan and the Borough Center in the Bronx.

CURRENT STATUS

For more than a year major efforts have been made to keep LAS/JIC services alive. The library has been able to establish several LAS/JIC positions as regular city positions. Other sources of funding are being sought to supplement or replace the Federal funding, if necessary.

The Countee Cullen LAS will have a new life as part of an Education Information Center to begin in April 1982. The EIC program will establish a network of agencies in Central Harlem to work cooperatively in the provision of education and employment services. The network members, representing 10-12 agencies, will meet regularly to share information on resources and plan public programs and workshops. Those agencies serving large numbers of people will be able to publicize the EIC to their clients. Other network participants will provide services to EIC users. Agencies such as City College will provide student counselors and tutors. In addition, the Center will be open for advisement to individuals on education and employment opportunities.

Plans are being made to enter information from LAS/JIC files into the computerized data base which produces the library's Directory of Community Services. The resulting lists of high school equivalency courses, English-As-A-Second-Language, and job training programs will be distributed throughout the library branches. Many other opportunities exist for extending the resources of LAS/JIC throughout the system demonstrating the Library's ability to respond creatively to the public's information needs.

THE ADULT INDEPENDENT LEARNER PROGRAM IN NASSAU LIBRARY SYSTEM

By Dorothy Puryear,
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The independence and diversity of member libraries in a countywide cooperative system are both strengths and difficulties. Nassau Library System (NLS), with the scope and variety of its 54 member libraries, probably has overall one of the strongest commitments to serving the Adult Independent Learner in the State, although it has one of the most diverse of the programs in the State. It is unlike some other systems where a uniform pattern established at the main library is replicated in service in the branches.

In spite of differences in delivery modes, all of the member libraries are nevertheless aware of and fairly consistently agreed upon the stated general goal of the NLS Adult Independent Learner Project (federally funded under LSCA since 1974) and its corollary, a county-funded program of services called the NLS Community Information Network.

The general aim of the AIL project has evolved since the early years of the program when goals were often determined annually from the perceived needs of adult learners, e.g., the expansion of the Job Information Center, the further development of AIL Advisory Service...etc.[1]

It has now come to a statement which recognizes, in its dedication to serving the needs of lifelong-learning adults, a concomitantly necessary self-interest of libraries if they are going to survive to serve. Thus, for the last three years the current AIL project goal has stated, "The general aim continues to be the development of the local library's role as a total 'Community Information Center,' supplementing its traditional one as 'keeper of the books,' to help it to be seen as a source of lifelong learning and provider of information to meet adults' needs in an increasingly difficult social and economic environment."

Nassau County aid is given to support and expand a Nassau County Community Information Network in the member public libraries - for the reason "that worsening conditions like rising unemployment and spiraling inflation have put greater pressure on local libraries to collect and disseminate total community information resources." (from NLS statement of need to Nassau County)

Rising costs and taxpayer resistance to increasing local tax rates necessitate developing a viable and economically feasible way to integrate vital job information centers, career counseling programs, Information and Referral to human services, consumer information, educational information and advisement, and person-to-person referral services with traditional library reference services.

That viable way is shared-cost services - a method of putting "portions" together to provide services that each could not provide alone. One example is the Career Counseling program, one of Nassau's unique contributions in the area of serving the Adult Independent Learner.

BACKGROUND ON CAREER COUNSELING PROGRAM

Virtually every library, where serious efforts to aid the adult learner have taken place, has found itself faced with the question of how best to serve the adult in need of advice, career direction, choice, or counseling. Jacquelyn Thresher, of Westchester Library System and WEBS (Westchester Educational Brokering Service) has done an analysis of the various methods libraries have tried in response, such as librarians serving as advisors or making referrals to community agencies for counseling.[2]

NLS had had a different experience. For two years the Long Island Regional Advisory Council on Higher Education (LIRACHE) conducted an adult counseling program designed to provide educational and vocational counseling using as sites 11 libraries in Nassau and Suffolk. This project had had its beginning in the Nassau County Office of Women's Services. Libraries had been selected as the sites because they were in everyone's community; easy to reach; with quiet, relaxed atmospheres; no stigma attached; and they were filled with a wealth of materials, said the project planners.[3] Student interns from local universities were given six weeks of training by counselors from the Nassau County Office of Women's Services and then assigned to a library to do individual counseling, at no fee. LIRACHE promoted the service; librarians scheduled the appointments. The project lasted from mid-1976 to June 1978, when its funding cycle was finished.

Expectations in the County adult community had been raised, the real needs had been documented, intern counselors had been involved in "dead-end" jobs, libraries were left with a void after the LIRACHE project ended.

"Libraries had been selected because they were in everyone's community . . . ."

LIBRARY CAREER COUNSELING PROGRAM

At this point, the AIL project directors at the Nassau Library System and the Suffolk Cooperative Library System began addressing the problems, and the Library Career Counseling Program was the result.

Many lessons had been learned from the two-year LIRACHE experience. For any new service, NLS and SCLS agreed that:

1 The entire program would have to be coordinated under the aegis of the library systems.

2 The counselors would have to be professionals and be paid (to assure reliability unfortunately lacking among the interns whose services were unremunerated).

3 The counselors would have to be selected, supervised, and evaluated by a counseling professional paid by the library systems.

4 Librarians working with adult learners would have to be actual partners in the process - not just appointment takers.

Finding the financial means to bring this program into being involved some innovation: pooling money and sharing costs.

The counseling coordinator's salary was paid by a half-share from each system as part of their LSCA grants. Neither share was large enough to compensate a full-time position alone; together the salary was large enough to attract an appropriate professional.

The cost of career counseling in each library was also shared in an unusual and productive way. The LSCA grant funds would pay two-thirds of the cost of a given number of hours of private, professional counseling. For example, a counselor's pay of $10 an hour would be shared by System/LSCA paying $6 and the local library $4. The LSCA money went further because it was being spread to more libraries; the local library was having to invest its funds and own a vested interest in the program; counselors were getting professional pay and the entire program had built-in accountability to all concerned.

An added feature was that the libraries interested in participating were asked to sign a memorandum of understanding promising:

1. to accept all county residents as clients even if they were not members of that library;

2. to support the counseling program by developing collections of appropriate materials;

3. to promote the service via their local PR methods; and

4. to allow time for the counselor and the librarian-liaison to attend regular in-service training sessions.

"[Financing] involved some innovation: pooling money and sharing costs."

The counseling coordinator together with the two Systems project directors devised a set of standard forms for the coordinated program, e.g., appointment schedules, intake information cards, client evaluations, and librarian/counselor report forms. All training sessions emphasized the co-responsibility of the two professionals in helping clients. Librarians would recommend or suggest counseling as the needs of patrons became apparent and counselors would solicit librarians' expertise in individual materials selection.

From July through December 1979, in the 10 libraries in Nassau and 8 in Suffolk offering career counseling on a shared-cost basis, 1,700 adults received individual counseling. In 1980 there were 25 libraries involved (Suffolk had added 7), with Nassau's 10 libraries offering a total of 3,850 counseling hours.

RESULTS

Matching LSCA funds with local library money involved a commitment to the program which increased the possibility of its becoming an integral part of local library service to the community. Moreover, the program was closely monitored and evaluated by the counseling coordinator reporting to the project director. The results of the first year-and-a-half were overwhelmingly convincing to Nassau libraries. Long waiting lists induced some libraries to allocate additional hours from their own budgets as well as adding career-related workshops and programs.

Unfortunately, in 1981, LSCA grants were reduced considerably. Suffolk decided not to share the bi-county aspect of counseling coordination. Nassau was able to maintain the counseling coordinator's services on a contract basis (a specified number of site visits, reports, and training sessions). Significantly, because of the lowered funding level and the need to demonstrate continued local library commitment, each library was asked to contribute a larger share. Proof of the program's effectiveness (not only to adults counseled, but also in the perception of the library by its own community) lay in the fact that each of the local library boards involved saw the value of the program and voted to continue it.* In suburbia, sometimes called the "last bastion of local democracy," where the same voter-test must be repeated in each locale, the affirmation by 10 different library boards is a significant success.

The libraries in Nassau County offering Career Counseling were selected on the basis of their willingness to agree to the several points listed above as well as their geographic location across the County in order to provide countywide access.

The quantifiable effects have been excellent. There were 2,239 people given counseling on an individual basis in Nassau libraries in 1981. Of these, 77 percent were women, 42 percent had a college education, 43 percent were unemployed, and 58.5 percent were between the ages of 30 and 50 years old. Client evaluation returns show 93 percent think the program is very helpful and would recommend the service to friends. (Certainly that feedback indicates the "halo" effect right after receiving the service, but no long-range definitive method of assessing job results has been devised as yet.)

Not only have these statistical measures been positive; but also, invaluable, immeasurable benefits, or "good-will" continue to be evident. Reduced funding has decimated the few promotional activities and yet, word-of-mouth publicity continues to increase waiting-lists at each library. There have been unsolicited feature articles in local papers. Serendipitously, there is a constant surplus of applicants for openings which may occur in counselor positions, which speaks well of these part-time jobs in professional circles. Another effect is the mutual respect which has grown between librarians and counselors quite in contrast to a rather competitive type of "turf" problem existing in the early LIRACHE days.

> *" . . . coresponsibility of the two professionals in helping clients."*

Of course, the uncertainties of funding for 1982-83 are very troubling, but the counseling program libraries have all signed agreements to continue the program at very reduced levels from the LSCA/System source and increased local monies. They realize the irony of lowered support in the face of greater need.

OTHER COMPONENTS

The other components of the Adult Learner Program in Nassau County clearly show some of the infinite variety to be found in a cooperative system. There was the major Job Information Center at the Hempstead Public Library housed and supported by Hempstead Public Library, staffed and supplied by LSCA funds.[4] When that Center was designated as a New York State Education Information Center, also in 1980, a bilingual librarian and materials were added to reach out to a steadily growing Hispanic population.

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*With one unexpected exception. An opposing view held sway and that board decided counseling was not library service; however, the neighboring library could hardly wait to take the place vacated in the countywide delivery system.

There are a variety of Job Information Centers. One at East Meadow is unstaffed but has large clear signs and directions for self-use and a special librarian/learner's advisor on call who provides in-depth interviewing, decision facilitation, as well as advisement for Regents External Degree participants. At another library, the Job Information Center is staffed and provides by mail a job-referral plan to employees and employers that is not only a unique assistance to job seekers but is proving to be so effective employers ask to be included. Other libraries gather all the resource materials in one location in the library and call it their Career Information Center. In one of the County's few cities, cuts in Federal and State services resulted in the closing of a State employment office near the library so that the librarian clearly saw the need to provide more local job information and is now, too, offering a job referral plan.

"Information and Referral . . . are integral parts of the Adult Independent Learner Program."

In aiming to serve the Adult Learner in Nassau County, special emphasis is placed on assisting the adult at whatever stage of learning or with whatever special needs that adult may come to the library. A Literacy program is part of the Adult Learner package for adults who need basic skills in reading or writing.

Educational information about courses, programs, and offerings for every level of learning is available at all the libraries through the VOICenter (Vocational Occupational Information Center) files of Nassau County Office of Women's Services. These files are updated with NLS sharing costs with Nassau County Office of Women's Services.

Information and Referral to human services and consumer news are integral parts of the Adult Independent Learner Program.

The Learning Connection, a person-to-person referral service for those who want to teach, learn, or share an interest has over 3,000 Nassau County residents registered in 450 subject areas.

Every agency receiving Federal grant funds carries a statement to that effect on all its printed material. For Nassau's Adult Independent Learner program the statement is similar, but with an unwritten parenthesis, "All of these are free services for lifelong learning of the Nassau Library System and its member libraries funded through a Federal grant — (combined with local support in a unique cost-sharing way which multiplies the effect and spreads the services so that many can do together what each cannot do alone)."

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STEELE MEMORIAL LIBRARY AND THE ADULT INDEPENDENT LEARNER

By Carolyn Bossard
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INTRODUCTION

Steele Memorial Library of Chemung County located in Elmira is the largest public library in the Southern Tier. Two years ago it moved into a new building in the downtown area, which is completely accessible to the handicapped and all other segments of the population.

The patron at a public library can be anyone in the community, literate or illiterate. Many adults who come into the library to ask a question of the reference librarian can be grouped together and called Adult Independent Learners. They have a desire to learn about a topic and will put their knowledge to immediate use in their daily living. These people are highly motivated. The original group of adult independent learners on whom our program focused consisted of those individuals furthering their education or changing their career goals. This focus has been broadened to assist individuals and groups improve their lives and living conditions in Chemung County. Providing this service does not always mean developing a new library program, but means that we must know what is available in the community from other organizations and know the quality of such programs.

The library is a depository for all publications produced by human resource agencies in Chemung County. This collection is useful for directing adult independent learners to services already being provided. Volunteers from the Retired Senior Volunteer Program initially went to each agency and collected the material. They also regularly check with the agencies for additional publications since this material rapidly becomes outdated.

FOUR TYPES OF SERVICES

Adult independent learners are served in four general ways at Steele Memorial Library: reference service, workshops, audiovisual and video services. Service to the adult independent learner starts at the reference desk. It is during the reference interview that we learn the reasons for and the extent of a person's interest in a topic. These interests arise because of the need to find employment, to advance one's education, or to make home or auto repairs. The need for additional learning also arises when beginning or delving more deeply into a hobby such as genealogy, art, or a craft. Some people become interested in a topic such as health when they receive a medical diagnosis, or become interested in a geographic area when they are planning to move. Each adult independent learner must be given information needed, basic or more complete depending on his or her previous knowledge and experience.

> ***"We have used the learning modules as book selection guides in their specialized areas."***

EMPLOYMENT INFORMATION

Recently, after many layoffs in the area, people have been trying to find out what their options are for finding new employment in this and other areas, and are assessing their abilities and needs. For people changing jobs and possibly relocating, we keep a bulletin board with civil service job announcements and subscribe to 12 daily newspapers published within New York State and to 11 Sunday newspapers from throughout the United States. Our business services collection can be used to help the unemployed gather detailed information on companies in their field of interest. We maintain a collection of annual reports from local companies. We have many resume books in the collection. However, the demand for them is so great that they are almost always in circulation, so to be able to supply this important information we keep a supply of the pamphlet produced by the New York State Department of Labor entitled Guide to Preparing a Resume. This is used as a handout to people who need resume books. We can also provide current information about many cities to which people may want to relocate. We annually write to some areas for information; for others we find the Editor and Publisher Market Survey is helpful. For those thinking about changing careers, the Occupational Outlook Handbook and other individual career books are available.

EDUCATION INFORMATION

We show adults wanting to further their formal education without enrolling as full-time students the many options open to them. Bulletin boards near the reference desk have displays and handouts describing the evening, summer, and part-time courses offered by the local public school system in its Community Education Adult Program. Programs offered by the local colleges, Empire State College, the Regents External Degree, Elderhostel, etc. are also posted. For people interested in the Empire State College program we can provide some very special information and help. After hearing about and looking at the material received at the Adult Independent Learner Workshops in Rochester in 1974 and 1975, our interlibrary loan clerk decided to attend Empire State College and has since graduated with an Associate of Science Degree. With first hand knowledge she can talk to and give encouragement to anyone considering the program. Her degree was earned through a combination of credit for prior learning, one-to-one instruction with a mentor, classroom instruction, cross-registration with Elmira College, and correspondence courses using the Empire State College learning modules. She has talked to 12 people of whom 3 have enrolled and are currently working on their degrees. In addition to this individual help, we have the complete set of Empire State College learning modules, an up-to-date selection of books describing colleges, a set of college catalogs on microfiche, and a variety of financial aid forms. We have used the learning modules as book selection guides in their specialized areas.

Many adults in our area are concerned with more basic education. Literacy Volunteers, based at the Corning Public Library, is working with adults in Chemung County at Steele Library. We refer both students and potential tutors to the program. Space is provided for tutors and students to conduct their lessons at the library. Participants in Chemung County include 22 volunteer tutors, 16 students, and 6 students not yet matched with tutors. One section in the vertical file and another on the open shelves are devoted to literacy volunteer materials. We have purchased some materials for the use of these beginning readers and the literacy volunteer program provides on loan multiple copies of others. One of our librarians is on the Literacy Volunteers board and attends their meetings.

For adults wanting their high school equivalency degree we have available multiple copies of the commercial study books. We consulted with the local school system's adult program director and purchased the books he recommended. One copy is always available for use in the library. Free courses for General Educational Development (GED) preparation and adult basic education are offered in the Community Education Adult Program. We always try to persuade those taking the exam to attend the classes if possible. The Elmira school system has had a State approved program granting high school diplomas to adults without taking the equivalency exam. These diplomas were based on past experience and individualized assignments which the student completed to show basic knowledge and living skills in a number of areas. The assignments required the use of the library. The reference staff was aware of these students, and made a special effort to see that the students were successful in finding the materials needed to complete the assignments.

"... members of the community use our auditorium for programs ...."

Several of our library patrons are doing independent research and publishing specialized articles. For them we make extensive use of the data base searches available through the State Library and then obtain the required materials on interlibrary loan. This service is particularly important in a rural area like Chemung County where people would otherwise have to travel to other cities for the information. These specialized requests have varied from veterinary articles on specific canine diseases to geology to nuclear power.

SERVING COMMUNITY GROUPS

Some subjects are of interest to a great many adults. After receiving numerous similar requests we have conducted workshops on these popular subjects or have had members of the community use our auditorium for programs they prepare. Three of our most popular workshops were on Electronic Games, Genealogy, and Sign Language. One sign language course was conducted by an outside group and another was conducted in one of our branches by the branch librarian. Our book collection was used for the courses. In November 1980 we held a genealogy workshop for adults beginning their research. It was attended by 75 people. The workshop was conducted by a librarian, a clerk, and a local genealogist using a set of slides, handouts, and other examples. The emphasis of the workshop was on helping people learn where and how to get started on their projects. The workshop was such a success that we have continued to use the handouts throughout the year. By request, it was repeated in four sessions this January. The workshop on Electronic Games was conducted prior to Christmas 1980 when many adults wanted this consumer information to help make wise choices when purchasing games.

> ***"One of the most useful programs . . . is the 'Job Interview Simulations.' "***

Audiovisual services are regularly used by adult groups pursuing their interests. This department handles 16mm films, educational film loops, language records, and audio cassettes. Two volunteers working at the Elmira Correctional Facility used this collection in their development of a program for teaching decision-making processes to inmates. This "New Directions" program has been duplicated in other prisons in the State and has won a national award.

One of our most unique services to the adult independent learner is the library's video program under the direction of the assistant director. The library produces its own videotapes which are available on loan to schools, colleges, industrial and business agencies, service clubs, churches, nursery schools and other child care agencies, libraries, youth agencies, cultural agencies, and other nonprofit groups. Videotapes are also presented on the library television program "Library Kaleidoscope," which is shown twice weekly on Teleprompter TV. Programs are produced and written by the assistant director; and technical camerawork, editing, and directing are done by local independent video personnel who contract for the service. Tapes are made at the initiative of the library or at the suggestion of local agencies or individuals. The videotape catalog lists the subject categories of careers, energy, health, literacy, consumers, management studies, police and fire training, and local history. In these categories the library owns over 225 tapes, nearly all of which were produced locally. The following sample of titles shows the variety of programming and potential interest to the adult independent learner. One of the most useful programs for adults seeking employment is the "Job Interview Simulations." These tapes are of adult unemployables enrolled in a course to teach them how to obtain and hold jobs. The student is taped in a simulated job interview. Through viewing the tape, s/he and the class can evaluate his/her interview helping improve the impression s/he will make on an employer in an actual interview. Other videotapes produced to provide residents with career information include Career and Training Opportunities in Chemung County, How to be Effective in Your Job Interview, People Who Sell Things, The Physician's Assistant, and Working People in Chemung County.

Methods of consumer protection are of interest to adult independent learners and videotapes such as the ones on mail order fraud, small claims court, and how to buy a house reach a wide audience. With the rising costs of energy, homeowners have come to Steele Memorial Library wanting information before undertaking home improvement projects. They are looking for ideas and innovative solutions. We have tried to keep our materials on this subject current. Books, pamphlets, government documents, news reports, and information from local energy agencies are made available. Some of the more innovative local approaches are best shown on our locally produced videotapes. Subjects include Windpower, A Novel Energy Solution (the use of a methane generator on a local farm for producing electricity), Wood as Energy, and Solar Energy. Project Energize, a series of four tapes on energy problems and solutions made at a local energy seminar at Elmira College, has been viewed by many groups.

In 1977, the Near Westside Neighborhood Association was formed. This group wanted to do something about the deterioration of their neighborhood. The library played a significant part in helping the members of this group complete the research necessary to reach their goal of having the area designated as a historic district. The members first had to learn about 19th century architecture, then about historic preservation and methods of historic survey. Their classes were not conducted at the library, but they did make extensive use of the library's reference department, architecture, and local history sections. As the 52 volunteers in the project began their research, the library staff provided a wide range of local history materials including atlases, books, an index of local newspaper articles, and biographical information. The research and interest of this group of property owners, tenants, and businesses made possible for them the receipt of Community Development Block Grants, the Association-administered Loans and Grants Program, and energy conservation programs. In 1981, this research culminated in an 1,097-page award-winning book, The Historic Near Westside. It is currently being studied by the New York State Division for Historic Preservation. Two videotapes were made for the group, Houses and Barns and A Tour of the Near Westside Neighborhood. They were shown on the "Library Kaleidoscope" program. Three other groups interested in historic preservation have been aided in their research by the library's reference and video departments. These groups were concerned with Eldridge Park (a local, 19th century amusement park), the old Erie Railroad Station, and the Teal Park Restoration Project. The Teal Park Project in Horseheads was organized in a manner similar to the Near Westside group. Houses they researched were shown on a 1978 Kaleidoscope program, "19th Century Housing Styles."

PUBLICITY

The public of Chemung County is made aware of the many Adult Independent Learner services available to them through news spots produced by the library video department and aired on local radio and television. A sampling of these news spots includes ones on data base searches, our collection of annual reports of local businesses, materials available from human resource and social services agencies, genealogy, and various materials and financial aid information available for college students. The "Library Kaleidoscope" program is publicized through a monthly printed program which is distributed in multiple copies to local businesses, banks, churches, and schools. The local chapter of the American Kennel Club, the Elmira Interfaith Peace and Disarmament Group, and the Nutrition Council have contributed substantial sums of money for the purchase of materials in their areas of interest. Groups such as these are more aware of the library as a place of learning after hearing our services publicized.

CONCLUSION

The examples used in this paper have been selected from many possible ones. Through them I have tried to demonstrate the significant changes that occur in an individual's life, or in a community group, after they have undertaken a project as an adult independent learner at Steele Memorial Library.

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HOW THE RCLS PROGRAM OF SERVICE HAS BEEN AFFECTED BY THE ADULT INDEPENDENT LEARNER PROGRAM

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SOME HISTORY AND A FEW DEFINITIONS

Libraries in New York State are, by definition, educational institutions, organized and maintained to promote knowledge and education, including continuing education. In support of these educational goals, the Adult Independent Learner Program was inaugurated in New York State and funded with Library Services and Construction Act money. The purpose of the AIL program is to assist adults who need additional education or training either for business or personal reasons.

Libraries, with their trained personnel, material resources, and their ready accessibility in almost every community of the State, were seen as the ideal locations where this adult learning activity would occur.

Because adult learning activities were already offered in the Ramapo Catskill Library System service area, as well as at libraries all across the State, there was a solid service base on which to build. What was needed was a new component: training for librarians to serve their clients better, to measure professional performance, and to identify and acquire new materials to answer the needs of more adult learners.

> ***"[The AIL plan] would provide formal training for librarians . . . ."***

Librarians have always done reference work for adults, but the emphasis in most library school training had been on the printed resources rather than on the interpersonal communication between librarian and user.

Most librarians, of course, have always received on-the-job training in how to work with people. The Adult Independent Learner plan, developed by the New York State Library, would provide formal training for librarians already familiar with self-learning techniques. Further training at the state and regional level would prepare them to return to their systems and their public libraries to train others. LSCA money would fund these training activities and the purchase of material in support of the adult learning program.

At the Ramapo Catskill Library System we decided to establish AIL centers at three libraries. The librarians from those libraries would participate in the initial training. The three libraries chosen were the Newburgh Free Library, our System's Central Library; Finkelstein Memorial Library, a large and active library in Rockland County; and Thrall Library in Middletown, a location that serves Orange and Sullivan counties.

A specialized Job Information Center (JIC) was established because it was clear that many of the adult learner questions would come from people seeking to change or re-direct their jobs and careers. Newburgh Free Library was chosen as the location for the JIC, because it was in an area of high unemployment, had a sizeable foreign-speaking population, and was the location of the Central Reference Library to which in-depth reference questions were already directed under the System's Plan of Service.

In a sense, almost every reference question could be considered an adult learner question inasmuch as each request involves a learning situation on the part of both librarian and user. The librarian needs to learn what it is that the user actually needs, and the user needs to learn the resources available to answer that need.

Some of the unique features of the AIL/JIC program as it developed at the Ramapo Catskill Library System are: production of the film Let's Learn, the employment of a career counselor, use of data base services, publication of a union catalog of AIL materials, development of local referral services, and the creation of a computerized information file.

LET'S LEARN

To publicize the AIL service provided by RCLS and by libraries throughout New York State, we produced a 15-minute color film. We showed how a user at the smallest library in New York was linked to the outstanding resources that exist in the largest research libraries in the State. Many libraries in the State were visited and filmed for this production. Let's Learn is available in 16mm film, three-quarter-inch videotape, and half-inch Video Home Service (VHS) videotape formats.

Copies of the film were distributed to every public library system and library school in NYS and to library schools and state libraries throughout the US. Copies were sold to several libraries, including one in Iraq. A brochure describing the service was also prepared for distribution with the film. Both film and brochure have been widely used as training aids for AIL librarians.

" . . . become very aware of the price of information."

EMPLOYING A CAREER COUNSELOR

Three years ago a career counselor at Orange County Community College received a grant under the Vocational Education Act to establish a counseling service in the eastern part of Orange County. The director of the Newburgh Free Library offered the counselor a working area in the Library, and a union of the two services was established and continued for a year.

This was the impetus for us to seek continued LSCA funding for this position when the funds from the Vocational Education Act ran out. During the year we had been able to offer better service to the community, and we had accumulated statistics and letters of thanks to prove it.

The person we hired as career counselor at NFL now works from the JIC at Newburgh on a contractual basis and is paid for a certain number of hours of work per week at a stated amount per hour. She is very conscious of the need for factual reports on output.

This career counselor, with an educational background in psychology and counseling, and with a working background in social work, provides educational and career guidance to users. Hiring someone specifically for the work in JIC enabled us to better administer the project and keep more accurate records and statistics. The career counselor sees her job as something separate and distinct from "typical" library activity.

IN-SERVICE TRAINING OF LIBRARIANS

The career counselor is also able to continue the training of librarians in ways to serve the adult learner, take a more critical look at personal contacts, and emphasize the importance of the user as well as the material. Too, she has helped us train our people to be more conscious of the dollar amount spent per person served, and to perform according to standards established by the library's supervisors. The AIL/JIC program gives administrators the opportunity to emphasize to their staffs that the quality of library service is judged by the performance of the personnel at the service desk.

Training was accomplished by having librarians visit the JIC for hands-on experience and workshops. The career counselor also went into the field to speak to librarians at the Rockland County and the Orange-Sullivan County Library Associations. In addition, she worked with the staff and inmates at the Otisville Correctional Facility to increase awareness and use of the service.

Our training pattern followed existing System lines of service with NFL and RCLS helping to train members through System workshops, the RCLS Directors' Association, and local library associations, as well as providing on-the-job training. Our reference people are almost all members of the New York Library Association and its Reference and Adult Services Section. There have been several excellent RASS workshops on service to the adult learner held during NYLA conventions. These contacts with peers have proven to be the best way for librarians to sharpen the skills needed to help the adult learner.

USING DATA BASE SERVICES

In order to provide an expanded information service on jobs, education, and careers; our service people needed access to sources of information outside the region. To accomplish this, we have recently linked ourselves electronically with several data base services. These include Dialog, The New York Times Information Bank, and The Source.

The impetus for establishing this service was the providing of free data base searches by the New York State Library in the past several years. As users became more aware of this service, we no longer found the limited number of free searches adequate to our System's needs. But the very fact that the way to better service had already been demonstrated made our taking the next step easier.

By purchasing a terminal and paying for a telephone hookup to the TELENET system, we are now able to access information from sources across the nation. The biggest startup expense for this service was training of the librarians who would actually do the data base searching. They had to spend time training with the vendors of the services. They are constantly refining their search techniques by working with their peers in the library system and at the New York State Library. Working with other reference librarians, they make sure that the user has defined the request in such a way that the information sought will be found in the shortest possible time and at the least expense. More time spent on-line means more cost to the System and the user. The facts that we are automatically billed for connect time and that each data base carries a separate and often significant price tag, have caused us to become very aware of the price of information. Our experience with our data base service demonstrates that cooperative activities serve the user best, which is why networking is actively encouraged in the State of New York.

> *" . . . link . . . local knowledge with the resources existing in other areas . . . ."*

UNION CATALOG OF AIL MATERIALS

As the three AIL centers added materials to their collections, the books were processed through the RCLS Mini Marc system. This operation produced a machine-readable record showing which libraries owned a particular book.

We then had these records processed at a computer center and produced a computer-printed book catalog. Organized by author, title, and subject, all 5,000 titles purchased by our AIL centers were listed. Copies of this book catalog were distributed to all member libraries and to other library systems so that sharing of these resources would be encouraged.

LOCAL INFORMATION SOURCES

Most important of all the resources available to our users has been the cooperative listing of local agencies and people who, like us, are operating services to adults.

As any reference librarian can testify, an adult may need to learn something about almost anything, not to become an expert, and perhaps only to deal with a problem of the moment, but critical at that moment of life to that particular individual. Since the library is often the first place to which a person will turn for community information, libraries need to have that information for the public, especially if what is required is a referral to another agency better equipped to serve the need. If we send someone elsewhere, we had better know that help is available at that location, or we have discouraged a user and that person may never enter the library's doors again.

Our career counselor had worked at a local human service agency before we employed her at NFL and had extensive contacts in the Newburgh community. What we needed was a way to link her local knowledge with the resources existing in other areas of the Ramapo Catskill community. To begin to fill this need, we gathered together the Community Information Files which had been built up by librarians working in their local communities over several years. Fortunately, a number of excellent files already existed so that the work did not begin from scratch. A group of librarians in Rockland County had already developed an excellent file of community agencies offering educational help. This file has been kept up-to-date and coverage of agencies was complete in that area. The Newburgh Free Library, Thrall Library, and several libraries in Sullivan and Ulster counties had also developed Community Information Files.

COMPUTERIZED INFORMATION FILES

Clearly, the way to provide better service would be to centralize the files, because there was some overlap, and to find a way of updating them easily. It made no economic sense for several libraries to type the same information into separate files. The need for centralization in this project was similar to the need we had discovered for centralized processing and cataloging among our members. The solution that had suggested itself for that problem would be applicable for this - the use of a computer to produce a machine-readable record that could be easily stored, readily updated, and quickly copied for distribution to member users.

After a period of study and testing of various microcomputer possibilities, we decided that the Commodore Business Computer and its related software offered the best method of creating an index and a file with one entry. We are now in early 1982 entering the data on the microcomputers. The initial data entry is being made at RCLS, where we have the necessary clerical staff to do this. The floppy disk format permits a copy of the file to be made easily for forwarding to NFL. The career counselor and staff at Newburgh will answer questions from member libraries. Any more libraries which purchase similar microcomputers would also be able to receive floppy disk copies. They could then search the file on-line also. In the meanwhile, paper copies of the file will be printed and distributed.

The Community Information Files will also contain the names of people who are willing to tutor special subjects and specialists who are willing to describe their jobs for individuals interested in entering that career field.

The computer's ability to link the library to resources outside its walls, and to provide service via telephone lines, indicates that these electronic resources can provide expanded services to individuals who cannot conveniently get to the library. The electronic connection can be their access point for information from distant locations.

CONCLUSION

It is important for libraries to be involved in adult learner activities because in our society a person's identity is intimately bound up with what a person does for a living. The work of a librarian, for example, determines life style, leisure activities, living standards, friendships, housing, and social and family relationships. There is no community service more important than working to enhance the economic quality of life in a community and the economic status of the community's individuals.

Given the variety of people within a community, the public library is the place where all kinds of possibilities for the future can be explored. Libraries contain not only the wisdom of the ages, but the knowledge people need for the future. Librarians are bringing increased information skills and service to their communities. They are building the future of libraries by increasing the resources available to the community, especially by increasing the community's access to electronic communication methods. Librarians are building a future for themselves by training to search new information sources for the user.

In the Ramapo Catskill Library System, the Adult Independent Learner Program has shown that library service must be an active program of identifying needs in the community, providing the latest resources to answer those needs, and making these resources and services known. We have trained librarians to increase their output, to measure their activities, and to discover ways of doing the work better. Our concern with the measurement of library service has increased as the Federal budget dollar has shrunk. However, I am certain that, at RCLS, the Adult Independent Learner/Job Information Center program will continue to grow. It is a program that builds on traditional library strengths and strengthens the library as it prepares to serve users in the future.

ENGLISH BRAILLE GRADE 2 INTERNATIONAL CONFERENCE IN SEPTEMBER

An international conference on braille will be held in Washington, D.C., September 13-17, 1982. Officially titled International Conference on English Braille Grade 2, this meeting of braille experts is co-sponsored by the Braille Authority of North America (BANA) and the Braille Authority of the United Kingdom (BAUK).

The purpose of the meeting is to explore devising a common literary braille code for the English language, considering both readability and computer implementation.

Inquiries about BANA may be addressed to Richard Evenson, Chairman, BANA, c/o National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, D.C. 20542.

TOWARD LEARNING COMMUNITIES: ADULT INDEPENDENT LEARNING AND THE LIBRARY

By Keith Michael Fiels, Humanities Project Director
Bureau of Specialist
Library Services, New York State Library

"Not I but the city teaches."
Socrates

Historically, it is difficult to disentangle the roots of the public library from those of the public program. Both originated in a liberal philosophy of popular education in the mid-19th century, and often the early free public library collections were established to support community study groups. The Carnegie grants and the Chautauqua movement, which brought speakers and lecturers to thousands of small American communities in the late 19th and early 20th centuries, can in retrospect be seen as two manifestations of the same phenomenum.

In the intervening half century, communities have changed, as have libraries. Increasingly, educational roles formerly held by the public library have been ceded to other educational and cultural institutions within the community, or abandoned due to philosophical and economic decisions. Certainly, some of these original functions are more aptly addressed by other educational and cultural institutions; a significant number, however, are not.

As this foundation within the community educational structure has been altered, it can certainly be argued that the library's identification with and responsiveness to its community has often declined. The results of this alienation from the community can be seen in many forms: reduced circulation of print and nonprint materials, rejection of bond issues, and susceptibility to budget cuts:

This is particularly problematic, as we live in an era increasingly characterized by the need for lifelong education, training, and learning. A recent study prepared by the Adult Learning Council of the State of New York indicated that lifelong learning will soon be not only an acceptable activity but virtually a necessity if we are to meet the demands and challenges of the future.

> For much of American history, learning went on constantly throughout the community: through apprenticeships at shops and stores, in libraries and lyceums, in town meetings and around the stove at the general store, in churches and synagogues, in close families which passed along an intact culture to each new generation.
>
> In our time, education has come to be encapsuled in special institutions: principally, schools and colleges. Such centralization has served us well over the past hundred years, as a system of education for children and youth who can and do spend the better part of their time involved in formal learning. But it is not suitable for adults, whose learning must be fitted into busy lives and hectic schedules. For them, learning opportunities must be made more flexible, convenient, and diverse.[1]

The Council saw libraries as an important focus for much of this new activity:

> Learning opportunities are provided at many locations to take into account the convenience of learners and the efficient use of all community facilities, including schools, colleges, libraries, museums, shopping centers, work sites and other places where adults congregate. Many providers offer programs in a wide variety of locations and settings; for example, colleges offer programs in high schools, museums, shopping centers, and work places. There is increased sharing of sites; for example, a high school, a college, a BOCES, a health service, all offer programs at a public library or community center.[2]

Increasingly, however, pressures are being brought to bear on the library's role as a provider of educational information. With the cost of providing ongoing services growing faster than the average library budget, there is a great deal of pressure for libraries to choose among services. Educational services, including programming, have traditionally been considered less cost effective than the more standardized processess of acquisition, organization, and circulation of library materials. For this reason, as well as the difficulty inherent in assessing their effectiveness, these services are often the victims of crisis restructuring. Beyond this, the self-styled "back to basics" movement has begun to marshall arguments against any library involvement in community education beyond the circulation of materials. This tendancy to focus only on the easily measurable, increasingly characteristic of our society as a whole, will make it even more difficult for libraries to provide educational service in the future.

A recent study of independent learners, however, indicated that they use public libraries in overwhelming numbers over other sources for learning materials and that they desire additional services. These include information services, counseling, tutorials, special study materials, and the publicizing of learning opportunities.[3] The results of this study and others lead us to question whether it is appropriate for libraries to move even further from the provision of services for what is clearly a growing user population.

" . . . the library's role in supporting an informed and thoughtful citizeny."

Beyond the acquisition of skills and training, the future will bring increased demands for an increasingly educated citizenry able to make decisions regarding the many problems and conflicts in value that we face as community members: Quality of life vs. growth, respect for the past vs. renewal, individual freedom vs. the common good. No logical heir has appeared in most communities to take over the library's role in supporting an informed and thoughtful citizenry.

Libraries are clearly on the threshold of exciting developments in adult independent learning. However, this future state cannot occur without planning, foresight, and hard work on the part of librarians. Fortunately, there are already a number of library projects underway in New York which show that community learning is indeed both possible and desirable.

SENSE OF COMMUNITY AND COMMUNITY-BASED PROGRAM PLANNING

Beginning in 1979, the New York State Library, with funding from the National Endowment for the Humanities (NEH), was granted a unique opportunity to explore the possibilities of community-based learning through public libraries. Ten communities were selected to participate in the project, both urban and rural, and diverse in size and ethnic composition. In some instances the communities were geographic, but in others they were defined by shared culture, ethnic background, or interest.

In New York City and Buffalo, predominantly black and Hispanic urban neighborhoods were selected as a focus for project activities: Harlem and Buffalo's East Side. The Albany Public Library selected three working-class neighborhoods. The Rochester Public Library and Monroe County Public Library together sought to work with their black, Hispanic, Polish, and Italian ethnic communities, as did the Warner Library of Tarrytown. The Onondaga County Public Library in Syracuse sought to address the County metropolitan area where only recently have the city and suburbs begun to perceive themselves as a single community. The Great Neck Library, which traditionally has served an affluent suburban community on Long Island with a great deal of public programming, was interested in working with recently arrived nonWestern immigrants. In Canajoharie and Saranac Lake small public libraries served rural, upstate populations.

In each of these communities, the targeted communities were invited to participate in the planning of a series of activities and public programs. The general theme of the project, diversity and change in the community, provided a framework within which each of the local communities would develop individual programs based on topics of interest to other community members.

The program planning process was in many ways similar to the Public Library Association Planning Process, which allows libraries to provide improved service through community involvement in the decision making process.[4] In each community, a local steering committee worked under the direction of a librarian and a scholar in the humanities.

The planning began with a series of public forums in each of the 10 communities. At these forums, community members were invited to discuss their communities. They were asked to identify how their community was defined and to list those features which differentiated it from other communities. While the forum outcomes were difficult to predict due to the open-ended nature of the discussions, they proved remarkably successful in creating public dialog. Community members, initially anxious at the absence of a prepared lecture or presentation, soon began to enjoy the experience of exchanging perceptions and knowledge. Occasionally, there was general agreement, more often there was a lively and occasionally even heated diversity of view.

The forums produced two outcomes: a sense of sharing among participants and a mass of unsifted ideas for community-related educational programs and activities. The forums were also a useful public relations tool, allowing each community library to attract interest in the project while furnishing the names of many potential planning committee members. Expressions of interest at the forums were often avenues to expanded involvement in the project.

" . . . improved service through community involvement in the decision-making process."

In each community, a local planning committee was then formed. Despite the difficulties which libraries occasionally experience in working with such volunteer committees, the project was quite successful in attracting a substantial commitment of time and energy on the part of local planners. At its height, planning throughout the State involved nearly 250 community members in the 10 sites. In all instances, the planners were motivated primarily by a strong shared interest both in the topic and in their communities.

The programs developed by these local planning committees closely reflect the unique character of each community. An example was Harlem where residents were primarily interested in the future of the community. That committee sought to identify programs whereby residents might better understand forces acting on the community, as a result becoming more able to actively determine Harlem's direction and development. A series of lectures entitled "Harlem in Transition," addressed these goals, examining significant historical and personal forces in Harlem's past, the diversity of cultures in the community, and current forces and issues shaping Harlem's future. Programs were held in several of Harlem's neighborhood library branches, and the 21 programs in the series attracted nearly 1,500 neighborhood residents. In the process, the community learned a great deal about itself.

In Albany, Canajoharie, and Saranac Lake community residents were primarily concerned with understanding those community changes we call history. As a result, projects in these three communities focused on sharing the recollections and experiences of older residents and the organization of a wide range of writings, photographs, and artifacts. A series of public programs in each of the libraries brought community members together for some informative and entertaining presentations; while new collections, exhibits, publications, and media productions will form a substantial resource for future learners.

" . . . community members to organize . . . resources to address . . . needs."

In Great Neck the Japanese community enthusiastically responded to an opportunity to share their culture with other community residents. The resultant series of 16 programs attracted thousands of residents to lectures, exhibits, and performances on aspects of Japanese culture, art, religion, philosophy, literature, business, costume, ceremony, dance, and music. The project in Great Neck showed how a group of community members with a common interest or bond were able to organize a wide range of educational activities for the community-at-large.

In Rochester, the four ethnic communities were responsible for the planning and presentation of a series of programs for videotaping and eventual cablecasting. Each program was intended to share insight and information with other communities in the Rochester area.

While each of the projects differed in focus, form, and content, they shared a common element: each represented an attempt on the part of community members to organize library and human resources to address their own educational needs. More importantly, perhaps, each provided a "core" of community members with invaluable experience in program planning, an important first step in the creation of expanded learning communities.

NEW PARTNERSHIPS IN COMMUNITY EDUCATION

Sense of Community librarians often found, to their surprise, that other cultural institutions were represented very heavily at forums and on local planning committees. In the informal community network, interests frequently cut across formal institutional boundries, opening up new channels for information exchange. Often, formal arrangements would evolve in response to the project's unique focus.

These experiences highlight the growing cooperation between libraries and other institutions in the provision of adult independent learning opportunities. Generally speaking, these cooperative partners fall into two categories: formal educational institutions and other cultural institutions such as historical societies, museums, and galleries.

Formal institutions are only beginning to realize the potential of public libraries as sites for adult learning, as the major providers of support resources, as convenient access points for community outreach activities, and occasionally as partners in the planning of adult learning programs. In Albany, the Capital District Humanities Program has produced some innovative models of community/university cooperation. The Touchstones of Local History series was presented by several local colleges cooperatively at the New York State Museum, and a series on women authors was presented at the nearby Bethlehem Public Library. In both of these instances, the public lectures were free, open to the public, and designed to attract public interest. What differentiated these programs from ordinary lectures was that students registered for the series were attending them for college credit. Follow-up, small group discussions and a final research paper reinforced the content for the 40-50 participating students, while 150-250 community members attended each of the lectures. With community colleges and universities increasingly concerned with recruiting returning adult students, such library lectures might be considered one means of attracting new students.

Local history is a particularly fertile area for cooperation. Many examples exist of university course work based on local library resources, and such research is growing in acceptance as a method of relating the formal disciplines to the interests of community members. A publication developed by Monroe Community College allows students from a variety of disciplines to relate materials available in local history collections to their ongoing course work.[5] An accounting student, for example, would do research in primary sources dealing with local accounting firms. The research confers benefits in the major field, in the study of local history, and in the creation of unique resources for other community learners. Students working under independent study could ultimately become a major source of bibliographies and publications on topics of local interests, allowing other community learners expanded access to public library collections. Graduate students might present public library programs as part of their course work.

Professors at local universities are often interested in community outreach, and are more and more seeing such community service activities as an important credential, a valuable teaching experience, and an avenue for new research. A faculty speaker's bureau, scheduled through the library, could make presentations available to local service, community, religious, and cultural organizations.

Public libraries are also cooperating more and more with other cultural institutions. While formal instruction is best presented in conjunction with library resources, programmers have found that library resources are best presented in conjunction with other topically-related cultural resources such as historical and museum collections, visual resources, and on-site visits. No librarian concerned with maximizing use of library resources should ignore the possibility of such collaboration, as both cultural institutions and potential funding sources are looking closely at the benefits of such sharing. The director of the Connecticut Humanities Council, Ronald Wells, has reinformed this interest, stating that:

> Such collaborative ventures, forming new alliances among...cultural and educational institutions..., may have effects which endure beyond the life of the projects themselves. New channels of communication are opened, new synergies released: the result is greater than the sum of the parts. ...Such projects...reap the maximum yield for modest resources.[8]

The Sense of Community project has demonstrated many ways in which cultural institutions in a community can become involved in library projects. In Buffalo, representatives from a number of cultural institutions within Buffalo's black community participated in a day-long symposium on "The Documentation of Afro-American Culture." The Corning Museum of Glass worked closely with the Corning Public Library in the production of a videotape on Frederick Carder, founder of Corning Glass.

Perhaps the most notable of such collaborative ventures was the Brooklyn Rediscovery project, funded through a grant from the National Endowment for the Humanities. The Brooklyn Educational and Cultural Alliance, which coordinated the project, is composed of over a dozen Brooklyn cultural institutions, including the Brooklyn Public Library. A year of activities centered on the history and neighborhoods of Brooklyn was accompanied by the preparation of extensive bibliographic and human resource data bases by the Brooklyn Public Library. One of the most famous experiments in adult learning, the Denver Public Library's Time Alive! series, was a series of modular kits for individual study which linked readings of library materials and visits to museums, art galleries, and historic sites.

" . . . the library functions as a clearinghouse . . . rather than as a provider . . . ."

LIBRARY AS BROKER

As libraries participating in the Sense of Community project started planning topical programs, they rapidly began to amass data of a unique nature. For example, an item in the local newspaper on the Albany Public Library's interest in early 20th century breweries led to numerous calls from those who knew about the breweries; worked in them; or owned written materials, photographs, or artifacts. The Library also received expressions of interest from possible oral history interviewers, further program proposals, and inquiries from those simply interested in the topic.

Organizing such data was not easy, for it did not clearly fit the categories established for print or bibliographic information. Librarians in the project found that they were often able to link people to resources or to other people and achieve results that were quite fruitful: collections were identified, information made accessible, ideas were generated for further activities, and human networks evolved. Experience showed that these interest networks often lived beyond the immediate project, furnishing a basis for ongoing study and information exchange. In each of these instances, the Library functioned as a broker, linking student and teacher, interest and information, and question and answer.

Such brokering, in which the library functions as a clearinghouse for other providers rather than as a provider itself, is a growing response to the many community informational needs which a library cannot itself hope to address. Rather than developing adult learning programs, the library gathers, organizes, and disseminates information on opportunities available through other community providers. What is different about educational brokering is that the information need not be in the form of books or even nonprint media, but rather may exist as events, courses, and other educational activities.

Notable examples of educational brokering in libraries in New York State include Westchester Library System's Learning Network, the Nassau Library System's Learning Connection, and the education Information Centers found in libraries throughout the State. These data bases list many adult learning activities, including formal course work, tutoring, informal classes, or individual instruction. For instance, a user seeking information on French language instruction can locate formal course offerings, tutors, and other opportunities offered through a variety of community educational and cultural institutions. The Mid-York Library System in Utica plans to go one step further: adult learning information will be integrated into the System's COM Catalog. Once this system is in place, users will be able to locate information on library print and nonprint materials and learning opportunities in one listing.

" . . . the library can learn new models of community service . . . ."

While most early brokering systems centered on human services information and referral

(I & R), independent learning clearinghouses in subjects such as local history, literature, and the arts can be important elements in an expanded community learning structure. Often, such clearinghouses can be developed in conjunction with formal and informal community interest groups who can assist in information gathering and provide enthusiastic volunteer time.

Brokering is not new. It is the library doing what it does best - collecting, organizing, and making data available in a form useful to the user. Further, the library, with its experience in gathering information, is generally the most logical institution in a community to provide a focus for educational activity. By the creation of data bases unique to a region, the library effectively multiplies the effectiveness of all formal and informal learning which exists within the region. By cooperating with other libraries in interlibrary exchange, it further broadens the learning opportunities available to the adult independent learner. Ultimately, a well-designed system supports itself as a provider of educational opportunity naturally turns to the library as a location for contact students, and adult learners come to the library as a central source for the widest possible range of educational offerings.

THE FUTURE OF ADULT LEARNING

Learning communities, however desirable, will not occur unless librarians can respond to the demands of lifelong learning. Community-based planning, the growth of new partnerships in community education, and educational brokering are first steps in making them a reality.

While much of the growth in adult learning will continue to be employment and job-related, community learning in the arts and humanities will play an important role in determining the quality of life in New York's communities of the future. By helping individuals to gather together in pursuit of knowledge, understanding, and perhaps even wisdom, the library can learn new models of community service while, in effect, helping the community "learn to learn." Cooperative projects involving other organizations and cultural institutions lead to new ideas and further projects, and even unsuccessful programs can furnish important experience for planning successful ones.

As community members gain confidence in their abilities and identify further areas of interest, the library can build a strong core of community members with an interest and experience in the planning of community educational activities. In Saranac Lake, a six-lecture series on the Adirondack Heritage generated so much interest and enthusiasm that community members simply "continued" the series. In Tarrytown, a film/discussion series built up such a loyal following that further series have been planned for this newly-identified audience. In Harlem where The City University of New York reviews but does not participate extensively in Harlem intellectual life, community members for the first time invited speakers from the university "down into the community" to lead an examination of present issues and future options. Though the series has ended, much discussion has centered on how to continue the dialog which has been initiated between community and university.

Ultimately, libraries in the future may consider forming programming councils composed of community members and representatives of other cultural organizations. Such bodies could increase library responsiveness to community needs, while maximizing the cost-effectiveness of adult learning programs and services. Were such a council established on a regional basis, libraries could share in program development insuring that all educational activities would be made available throughout the region to interested libraries and community groups or preserved for later use by individual learners. A program development budget or competitive matching mini-grants administered by the committee for the provision of community learning activities are two more radical future alternatives.

Libraries, for better or worse, are the center of adult independent learning: in most communities often they are the only public space where community members can gather to share information, discuss issues in an atmosphere of free and open dialog, and obtain materials for independent study on any subject and at any level. If libraries choose to ignore the ongoing challenge of this educational role, other less suited institutions must fill the gap or our communities will suffer. If they can continue to respond creatively to future developments in adult learning as they have, however, the results can truly be a renaissance of community spirit.

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MURRAY L. BOB WINS PRESTIGIOUS AWARD

Murray L. Bob, a past president and former Legislative Committee Chairman of the New York Library Association, has been named recipient of the Allie Beth Martin Award for 1982. This prestigious award is given to a librarian in a public library setting who "has demonstrated extraordinary range and depth of knowledge about books or other library materials and distinguished ability to share that knowledge." The award is administered by the Public Library Association of ALA and funded by the Baker & Taylor Company. The award will be presented to Mr. Bob in Philadelphia at a Sunday morning brunch on July 11, 1982 during the annual American Library Association meeting.

During his 18 years as director of the Chautauqua-Cattaraugus Library System in Jamestown, NY, Murray Bob has worked to provide materials to persons who might not otherwise have convenient access to libraries. His public library was the first in the United States to receive Appalachia funds for a bookmobile to serve rural communities and schools, unserved city enclaves, Head Starts, migrant camps, and factories. It provides the most extensive books-by-mail operation for the homebound in the State and maintains rotating book deposit collections in 20 nursing homes.

Mr. Bob initiated the first radio reading service in the state: a 60-hour-a-week program of reading books and newspapers to the blind. He helped plan and provide service and materials to two Seneca Indian libraries and developed a municipal hospital library.

Mr. Bob was nominated by the New York Library Association which was founded in 1893 as the first statewide professional library association in this country. Its first president was Melvil Dewey, who was also the first New York State librarian and inventor of the Dewey Decimal System of book classification.

ANOTHER LOOK AT PROGRAMMING: DISSENTING FROM A DISSENTING VIEW OF PROGRAMMING IN PUBLIC LIBRARIES

By Murray L. Bob, Director,
Chautauqua-Cattaraugus Library System,
Jamestown, New York

Adult library programming has been considered for many years an important and legitimate aspect of adult library services. Thomas Ballard, however, in his article, "Programming in Public Libraries: A Dissenting Viewpoint,"[1] takes a dim view of libraries engaging in programming. Programming is an important ingredient of library service in most public libraries in the country. A recent survey by E. J. Josey revealed that librarians believe "...that library programming is still very popular in New York State...."[2]

In his discussion of programming, Tom Ballard tells us that it is usually justified by librarians in one of the following ways:

1. That it stimulates reading (but, according to studies he cites, it does not).

2. That it is an "educational benefit to the community equal in value to books and other media." But, says Ballard, so few people attend programs, that this is hard to believe. Or, as he says: "Evidence...makes it very difficult to maintain that adult programming should be placed on a level with book circulation in public libraries." In almost 30 years of public library experience, I have never heard of a single case where programming was "placed on a level" or considered "equal in value" to book circulation. Ballard seems to set up a straw man, the more easily to knock him down.

3. Programs are regarded as a way for give and take between consumer and provider to take place. To this he responds: "Any contact between the library staff and the public holds the potential for feedback about library services, and we have already seen that there is a great deal more contact in connection with book circulation than there is in programming." I re-read Ballard's article to find where we had "already seen" this — but nowhere could I see it. On the basis of experience, I must say that while it may be possible that in a small branch or other tiny library such interchange takes place over the circulation desk, e.g., if the professional charges out books, in a larger public library where professionals do not, and/or where the circulation function is physically separated from other functions, no such interchange occurs — unless we except the reference desk. But even there, the nature of the interchange is functional rather than discursive — as it may be in the course of a good program.

4. Programs are done for public relations reasons. One can only dismiss or accept such a claim on the basis of concrete examples. A short time ago, our library art gallery, which was showing a circus artifacts and posters exhibit, had a children's program, featuring a mime, popcorn, balloons, etc. Almost 1,000 kids came and had a wild and crazy, but glorious time. Good public relations? I think so. Indeed, contra Ballard, our circulation that Saturday was about double what it was the Saturday before, and the only discernable difference between the Saturdays was "the circus." I will revert to this example a little later in connection with a discussion of Ballard's "problems" with the amount of staff time and physical space devoted to programs.

5. Programs are not justified but done because they have always been done. In actual practice, that which is unjustifiable on any except tradi-

tional grounds and is unsupported by a constituency is the first thing to be reduced or eliminated when cutting is required. Market and research surveys are not needed to tell libraries what to do. They do what is necessary. (By the way, it seems ironic that a writer who, in the February 1981 issue of American Libraries asks to be spared further studies and surveys, cites a recent one in this article.)

CORRELATION BETWEEN CIRCULATION AND PROGRAMMING

After curtly dismissing all the above reasons for programming, Ballard decides that its sole raison d'etre is to attract people to the library in order to gain circulation. Having decided this, it becomes easy to say that circulation might be better achieved by placing copy machines in the stacks and offering copying at reduced rates. We no more have to choose between copiers and programs than we have to choose between programs and books. The comparison of unlikes is an example of the fallacy of misplaced concreteness, in Whitehead's phrase.

" . . . 'extra' hours . . . which a small minority can conveniently use the library . . . not cut back hours."

Of course, everything takes space, including copying machines in book stack aisles -- which might make it either harder to get at books or allow fewer books to be shelved.

Nor need we be impressed by negative correlations between circulation and programs. Such correlations don't prove that circulation wouldn't have dropped even more without programming, and, indeed, that programming has anything to do with circulation, or most important, that it need have anything to do with circulation. Once again, a correlation is important only if one accepts the premise that the reason for programming has to be to increase attendance and/or circulation. Nor do we have to be impressed by an inverse relation between diminished hours and diminished circulation. All that points to is yet another confirmation of what economists call the theory of marginal utility. Past a certain point, any increased benefit requires a disproportionately large cost. Does that mean that we automatically accept fewer hours? Not necessarily. We could simply recognize marginal utility and then make the judgment: Is it or is it not nevertheless worthwhile to go after the marginal gains--which may be marginal only in a quantitative sense. If those "extra" hours are, for example, the only ones during which a small minority can conveniently use the library, we still should not cut back hours. Extent of market penetration, even in business, is not solely a function of numbers.

SOCIAL UTILITY OF PROGRAMMING

How much more so in the case of a public utility! Because there is not much of a market in a small town, is it "right" for an airline to eliminate service there? Numbers are important, but they can never substitute for judgement as to social utility — especially in a publicly funded enterprise.

Ballard, himself, points out, in a particular instance, that as CETA funds became available, programming was expanded; as CETA funds became unavailable, programming was contracted. The point, as any experienced administrator knows, is that when your funding is as subject to variance as is CETA, you tend to do with it what is good but equally you cut what is easily reduced or eliminated should this become necessary. Thus, it is the opposite of a criticism of administrative judgement, to use CETA funds for programming.

PROGRAMMING AND OUTREACH

Ballard also directs his attack to the notion that programming may enhance outreach, i.e., the contention that programming may bring people into the library who wouldn't otherwise come. Even if it were unlikely that adult programming will do this, that is not necessarily an automatic argument for eliminating programs that enhance service to those who already come to the library. Once again, programming - quality programming - might be an end in itself, not only a means to an end, or it might enhance traditional activities. Beyond this, Ballard seems to forget that often as many library programs are conducted outside the institution as inside. Consider school visits by children's librarians, or visits by them to Head Start sites; or, library film series conducted (as in our

System) at colleges, or talks to community groups, etc. A program is simply a library activity which is directed to more than one person at a time, unlike the reading of books. In a way, programming harkens back to the oldest form of communication -- the oral tradition -- and there is really no reason for libraries to eschew it or to fail to provide the place for such exchanges of ideas.

COST OF PROGRAMMING

Ballard seems to be on the solidest ground with his question: "Is programing worth the cost?" His answer is in the negative because:

1. It requires more staff time than it is worth... A generalization which begs the question: How do you determine its worth? Because Ballard had decided on the answer to this question in advance, i.e., you determine worth by attendance/circulation counts, he has no problem being categoric. Reductivist answers are always easy. But are they true?
2. Programs take space - which might better be used to store books. Here, Ballard regales us with the contention that program space may comprise from 15 to 20 percent of a branch library. Well, maybe. In my experience there are few examples, in reality (as opposed to standards and other fictions) of prime program spaces. Most libraries are crowded and thus the only use of space is multiple use. Our "program" area happens to be the art gallery — a lovely place for musical programs, let me say, — but also used by community groups of all kinds as a congenial forum for the exchange of ideas and information. Another of our program spaces houses the overflow children's collection, i.e., holiday and seasonal books, duplicates, etc. Still another "program area" doubles as a conference room, triples as a radio-reading studio, and quadruples for special exhibits. My feeling, again, is that Ballard has set up a straw man.

Let me belabor the obvious for just a moment. Life is just not that simple and the "payoff" to libraries from programs is not that easy to adduce. If community groups can use library facilities for their programs (in the same space that the library presents its own programs, be it noted) and those groups have a "happy experience" then, dictu mirabile, it may "even" come to pass that they will support the library's budget at a critical time. I have seen this happen — often. And it argues strongly against the reductionist view of payoff.

THE BALLARD APPROACH TO OUTREACH

We come finally to the crown jewel. Ballard, despite disclaimers (in the February American Libraries) about the ability of the library to reach out to non-users, has his own program of outreach to sell. Actually I am very glad that he is trying to reach out, despite his doubts about the efficacy of programs, or of outreach generally - we should all try unceasingly. The Ballard approach, using no additional funds ("Look mom, no hands"), was to:

> ***"A program is simply a library activity which is directed to more than one person . . . ."***

1. Ask for the discards of every other branch.
2. Endlessly solicit, over radio, gifts of books and magazines of any kind from anyone, which would be "circulated without fear of loss..."

Q.E.D. Logan Branch will have succeeded in doubling its circulation in two years. Voila!

A NEW YORK EXPERIENCE

This probably would have impressed me except for an experience I had in 1980 — which topped Ballard's. What happened was that we ran short of money so we decided to run a gigantic (for us) two-day book and magazine sale to raise money. We advertised on the radio (at no cost to us) for weeks, first for donations of stuff, and second for the subsequent sale of that stuff. We were inundated. Thousands and thousands of items came flooding in; we had an absolute madhouse on the day of the sale — and we even made money. That is to say, our return was not in terms of circulation numbers (you can't buy bagels with that) but in terms of cash.

On the other hand, if we had chosen to count the books and magazines sold as circulation, our annual circulation would (just from the two days) have risen dramatically.

What we learned was: "Everybody" has books and magazines in their house that they'd like to dump...and claim a tax deduction and feel virtuous at the same time. We take the place of the Salvation Army for collections. Meanwhile, people stream into the library because we are offering them a service - a place to dump stuff - in good conscience, yet. And they are also streaming in because of all the publicity and because its a new thing, a novel experience.

On the other hand, I must confess to some doubt about the importance of all of this to the free circulation of ideas, and I have my doubts about its intellectual worthwhileness. Is a library just a place to accumulate any and every printed item and then to give it away, so that it is never retrievable? I don't fool myself about what we did and why we did it -- or pat myself on the back for the idea. The library needed and money, so we did it. But, frankly, as between spending staff time hauling books and spending staff time preparing quality programs, I must confess an "elitist" preference for the latter.

A POSITIVE BENEFIT OF PROGRAMMING

I want to talk about one possibly positive benefit of programming which may not be so obvious. Let me use an example. In our library, we had a staff member prepare a series of luncheon lectures on notable American novels — a book program, would you believe! The audience was as enthusiastic as it was small, but, nota bene, the continuing education of the staff member (even, heaven help us, without benefit of CEU's) was assured. The best way to learn is to teach. And, surely, the staff member's book selection as well as his ability to speak, as well as the library's image were all improved. And be it noted, too, the number in attendance may have been of less importance than the kind of people who attended: Literate types, who could write letters of support for the library or speak on its behalf when and where it counted. And who would be more likely to do so because they appreciated the program.

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RECORDINGS FOR CHILDREN

Recognizing that recordings are one of our most valuable media resources in a media-oriented society, the Youth Services Section (formerly the Children's and Young Adult Services Section) of the New York Library Association has prepared a selected list of recordings for children. Included are recordings of children's songs and folk music, folk and fairy tales, literature, orchestral music, popular music, film and show music, opera and operettas, and holiday music. The selection criteria for these records were their effectiveness, aesthetics and broad appeal, as well as being executed with integrity and respect for children.

RECORDINGS FOR CHILDREN is available for $4 per copy. The price includes library rate domestic postage. Send check or money order (no cash) payable to NYLA with request to: NYLA Publications, New York Library Association, 15 Park Row, Suite 434, New York, NY 10038. Please allow four weeks for delivery.

INTELLECTUAL FREEDOM

By R. Kathleen Molz,
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If there is any text on which I base these remarks it is an old and familiar one to you all. It is a line from Juvenal's Satires: "Sed quis custodiet ipsos Custodes?" ("But who is to guard the guards?")

The Anglo-American tradition of free speech is an old and revered one. The framers of the U.S. Constitution and the Bill of Rights specifically honored the rights of individuals to full freedom of expression. The Constitution grants writers, inventors, composers, in effect, all creators, protection in the form of copyrights and patents, and the First Amendment explicitly states that Congress shall make no law:

> ...respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press...

According to Thomas I. Emerson, noted authority on the First Amendment, the right of freedom of expression is first justified because it is the right of an individual as an individual; unique among world species, man reasons and has the right to form his own beliefs and to express them. Secondly, the right derives from basic Western-culture notions that an individual has rights as a member of society. In such a culture, society and the state have increasingly been viewed as the servants of the individual. The individual has a right to knowledge, and this right cannot be suborned. And thirdly, intellectual freedom provides for participation in decision-making, thus individuals have rights to know what it is they are voting on or opting for or choosing. It should always be remembered that these rights refer to freedom of expression, not to freedom of action; the state is far more generous to expression of belief than to the enactment of what these beliefs or expressions might occasion.[1]

Traditionally, the state has had three main rationales for the limitation of freedom of expression: the oldest of these is blasphemy, the initial reason for the death of Socrates, who had professed himself a free thinker and shared such a belief with his pupils. The second is sedition, the expression of arguments against the state itself; and the third is pornography and obscenity, which the U.S. Supreme Court has never held as protected speech. Some of these rationales for censorship still exist in this country. The current hue and cry over the teaching of Darwinian evolution in the public schools has its prototype in the withholding of freedom of expression to blasphemers; part of the reason why The Pentagon Papers were to be withheld led to allegations that they might reveal secret matters injurious to the state. And the problem of pornographic materials remains constant as the increasing candor in the treatment of sexual matters brings complaints raised by a variety of matters ranging from posters and advertisements which are deemed unseemly to the criticism of books, magazines, films, and television.

"The right of freedom of expression is first justified because it is the right of an individual as an individual . . ."

LIBRARY CONTEXT

We can only assume that libraries in the United States have not had a terribly long history of censorship. Indeed, the historian Sidney Ditzion has held that there is little evidence of documentation regarding public library censorship in the 19th century.[2] There could be many reasons for this: boards of trustees may not have wished to record their votes on materials they asked to be removed; librarians, themselves, may have avoided any real controversy by not adding materials that were bound to cause talk; and the third reason may simply be that the librarians themselves reflected the contemporary mores of their own times and would have been as shocked as their communities over the overly frank novel or the salacious short story. Arthur E. Bostwick, who served a term as president of the American Library Association in 1907-1908, called upon the librarian to be a censor:

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*Address to the 88th Annual Conference of the New York Library Association. New York City, November 5, 1981.

> Mr. Wister has told librarians that all subjects are fit for fiction. This is interesting as an academic thesis, but when the French proceed to act on it, the Anglo-Saxon catches his breath...an American public library is justified in requiring its books to respect American prejudices.[3]

Quite recently, the pages of Library Quarterly were devoted to an interesting treatise by Kenneth Donelson, a teacher of English, which he entitled "Shoddy and Pernicious Books and Youthful Purity: Literary and Moral Censorship, Then and Now."[4] Donelson refers to the long fight over the inclusion of fiction in public library collections, fiction then being synonomous with "bubble" literature and the light reading so deplored by the early school reformers, clergymen, and library boards of the 19th century. Indeed, library selection of materials may have been, throughout the period, a matter of self-censorship, and, for many an administrator, a matter of self-preservation.

LIBRARY BILL OF RIGHTS

In terms of documentation, the library is seen to have begun its real troubles over a book that was alleged obscene, John Steinbeck's The Grapes of Wrath. Obstensibly, the book's critics claimed that its frank language was such that it should not be in public libraries, but some 40 years later one might add that Steinbeck's cry of condemnation over the treatment of the poor may have held political overtones for those who did not share his social and political views. In any case, the epidemic of criticism over the novel occasioned the American Library Association in 1939 to adopt a Library Bill of Rights, a document which has been revised over time to update its language but whose essential message of the guarantee of the right to read and to express ideas has remained somewhat timeless.

Since 1939, the Association and librarians have stood for the most part in the camp of the civil libertarians; they took issue with the late Senator Joseph McCarthy's list of undesirable books that included such authors as Thomas Mann, Albert Einstein, Norbert Weiner, and a host of other intellectuals whom McCarthy believed were part of a Communist plot. Eventually, of course, Senator McCarthy was destroyed, partly because of the revulsion of his own Congressional colleagues and partly by the splendid work of television commentator Edward R. Murrow, those brilliant depictions of McCarthy as a demagogue brought home to the American people that "big brother" was just as dangerous on native soil as he might prove to be elsewhere. And, in the last analysis, the televised hearings themselves in which McCarthy was shown as a loudmouth and braggart proved the final straw for the American people.

The period of the 1950's was, however, a rough time for many libraries as vigilante groups sought to rid their local libraries of books presumed to have a "red" tinge. By the 1960's, the action shifted from the political arena to the pernicious book, and the nation's public libraries were again in the mainstream as community after community coped with the witchhunt over Henry Miller's Tropic of Cancer, a work not held obscene by the Supreme Court in 1964. The problems implicit in the increasing candor of much modern literature and many films startled some Americans, and the 1960's remain a decade in which many values were put to a test. The drug culture, the protest against the Vietnam war, the student revolt, the unrest between members of different ethnic groups, all are part of a somewhat unrivaled decade within this century, so unique in many ways that it remains yet to be totally realized or sorted out. The pendulum once having been struck toward a greater latitude in many matters, cannot be so easily put back, but as we enter the 1980's, there are still those who question the value of intellectual freedom, especially when that freedom covers the expression of things that may seem so little worth expressing.

CENSORSHIP IS CYCLICAL

Some commentators believe that censorship is cyclical and that periods of great energy and freedom are inevitably followed by periods of retrenchment and control. When one thinks about that, there seems much truth in it: the Restoration in England prompted the reopening of the theaters and the demise of a Republican form of government under the Puritan Commonwealth; the libertine nature of the British Royal court under the Prince Regent was followed by the cold sobriety of Queen Victoria and her Prince Consort; the 1920's, a decade of considerable escapism and sexual liberty, were eclipsed by the realities of the great depression and the onset of world war. If there is any truth to this trend, I believe that our society is experiencing a kind of reaction to the liberal advances of the 1960's, and that we will see more of this phenomenon rather than less. Interestingly, the arena for much of the current debate over what is licit and what is not has shifted to a place that would have seemed absolutely unheard of to our Victorian forebearers - the ordinary school classroom. In this decade, children and young people may prove to be the principal actors in the continuing battle over social control. I believe that this is symbolic, for the public schools, however severe their critics, have enjoyed the reputation, at least, as the means by which the dream of the American melting pot could be realized. The schools were instruments of Americanization, democratization, and socialization; they were intended to take children from whatever nation, sphere of life, or economic condition, and transform them into productive members of society. Education was designed for many reasons: it was the way to become a member of the Republic, a good citizen, a contributing taxpayer and a responsible member of the work ethic.

THE ROLES OF SCHOOLING

However, as Nathan Glazer and Daniel Patrick Moynihan pointed out in their study of New York City ethnicity, the "melting pot," a concept originally coined by Israel Zangwill as the title of a play dealing with immigrants, never really took effect. As the two authors demonstrate in Beyond the Melting Pot, the Irish, Jews, Italians, Puerto Ricans, blacks, and other minority groups maintained their own customs, mores, and religious beliefs, and indeed continue to do so.[5] The homogenization process exists at two very important levels: American citizens can vote and they do pay taxes. The lives of these people, their value systems, ideologies, mores, and customs remain very much what they want them to be; and these often reflect (how could they not?) the influence of family, neighborhood, church and synagogue, and the things that they read and watch and the persons to whom they talk.

> ***". . . there is little evidence of documentation regarding public library censorship in the 19th century."***

What I say is not intended to indict the public schools; indeed, my remarks should be viewed to the schools' credit. To teach from a common curriculum a so-often-varied student body is not only a challenge but also a responsibility of a very high order, and many Americans did find their way up an upwardly mobile social ladder primarily because of their early schooling in this country.

Today, however, the schools seem to find few advocates for their work or worth. In one camp are a host of historians, economists, and philosophers of education who, in the conduct of their investigations, find that the schools are essentially destructive mechanisms designed to keep the poor and middle-class in line. In her critique of the work of the so-called "radical revisionists," Diane Ravitch, a faculty member at Teachers College, writes that it is "characterized by their thorough rejection of liberal values and liberal society and their shared belief that schools were consciously designed by liberal reformers as undemocratic instruments of manipulation and social control. The radical indictment, in sum, is that American schools have been oppressive, not liberating, and that they were intended to be oppressive by those liberal reformers who developed them."[6]

In the second camp, we are exposed to a quite contrary view, namely, that the schools are too liberal, too permissive, and too mired in what is now being called "secular humanism," a phrase that somewhat fails of exact definition but seems to be related to atheism or agnoticism. The work of the revisionist scholars criticizes the schools for forcing children into a kind of social conformity that was needed to fuel the emerging American factories and offices with employees who knew their place; the work of the new conservative critics indemnifies the schools for their liberal excesses and for their encouragement of young people to think things out for themselves. If I were a teacher, I would, I think, be quite willing to call down "a plague on both your houses."

A recently issued study, undertaken by the Association of American Publishers, the American Library Association, and the Association of Supervision and Curriculum Development, entitled Limiting What Students Shall Read: Books and Other Learning Materials in Our Public Schools: How They are Selected and How They are Removed[7], is the result of a nationwide inquiry of school administrators and librarians. Nearly one administrator in every five of those included in the sample, and one librarian in every three, reported some challenge to classroom and library materials during the 1979-80 school year. In more than one-half of the responses, the final disposition of the incident was some degree of restriction or censorship. These findings are somewhat staggering.

In his book, Classroom in the Crossfire, attorney and university president Robert M. O'Neil characterizes the current environment in these terms: the curriculum of many schools has changed and is still in the process of change; parental expectations about school success may have been too high and there is a growing sense of frustration about the schools; there is a heightened sense of group pressure; and both parents and children, as well as school boards, have increasing accessibility to the courts. In lamenting the current state of an embattled school administration, hoping perhaps to keep a copy of Vonnegut or Salinger on the school library shelves, O'Neil writes, "If the librarians are not free to make untrammeled judgments about the acquisition and circulation of controversial materials, then the First Amendment freedom both of author and reader suffers."[8] It is important to realize that O'Neil mentions both the author and the reader, for as publisher William Jovanivitch has noted, "Intellectual freedom is not, in the long view, measured by readers, but by writers."

The pages of ALA's Newsletter on Intellectual Freedom detail the range, variety, and scope of the present vigilante crusade: the School Board in Gilbert, Arizona voted by a three-to-two margin to remove three books by Judy Blume from elementary school libraries and ordered parental consent be required for students using these books in the junior high. One of the books is Are You There, God? It's Me, Margaret. In Sauk Rapids, Minnesota a City Council member has been leading an effort to remove John Steinbeck's Of Mice and Men from the English curriculum in the local high school. Her verdict: the book is inappropriate because of profanity. A statewide campaign is being launched by the North Carolina chapter of the Moral Majority to remove textbooks and library books from local schools in the state. One factor to be used in determining which books are to be excised is "how strongly the secular-humanist point of view comes across... Really atheistic humanism is what it is and we're concerned about it," said one spokesman.

Arthur Miller's Death of a Salesman has been barred from the Springs Valley Community High School in French Lick, Indiana; in Long Prairie, Minnesota student performances of Noel Coward's Blithe Spirit were cancelled after three ministers charged that the play, which includes a seance, was "satanic;" in Miller, Missouri Aldous Huxley's Brave New World was banned from the curriculum by the school board, which did, however, allow the book to remain in the school library. I have not even begun to describe the current plight of history textbooks, anthologies of writings, or texts that deal with biology and human reproduction. What is disturbing about all of these incidents, however, is that in all too many of these cases it is the school board itself which is doing the book banning and, in some places, alas, the book burning. And the old question is revived: who is to guard the guards?

THE LEGAL ISSUE

It is precisely this problem which has brought about so much litigation in the courts over the intellectual freedom rights of students, who although legally minors are nonetheless citizens of the United States and protected by the First Amendment. The January 1981 issue of the Journal of Law and Education features two articles, both written by attorneys who are diametrically opposed in point of view. Writes Jeffrey H. Orleans in "What Johnny Can't Read: First Amendment Rights in the Classroom:"

> ...some limits necessarily must be set both on what can be taught and on the medium of teaching. Someone must set those limits. In accountable, representative government, they are set by the citizenry's elected agents - in this case, the school board - and not by the agents they appoint to execute their decisions - the faculty.[9]

Conversely, the second lawyer, Frances R. Niccolai in "The Right to Read and School Library Censorship" makes these points:

> ..school board authority cannot infringe on fundamental rights protected by the First Amendment...The school library is a forum of silent speech with the books as the source of the communication and the students as the recipients. Such communication is constitutionally protected and any justification offered for denying students access to a particular book must meet constitutional standards.[10]

This issue recurs through a spate of legal cases brought to the attention of the Federal court system in the 1970's. In President's Council, District 25, v. County School Board, No. 25 (457 ff 2d 289 [2d Circ. 1972] the 2d Circuit Court of the Federal judiciary system found that the removal of Down These Mean Streets from a junior high school represented no infringment on the rights of the students; in a totally opposite decision the 6th Circuit Court in Minarcina v. Strongsville City School District 541 ff 2d 577 (6th Circ. 1976) decided in 1976 that the removal of Heller's Catch 22 and Kurt Vonnegut's Cat's Cradle was an infringement. In a 1978 case, 454 ff Supp. 703 (D. Mass. 1978) involving the school committee of Chelsea, a suburb of Boston, the court held that an anthology of poetry compiled by young people themselves was protected and that the actions of the school committee were indeed censorious and an infringement of the students' rights.

PICO V. BOARD OF EDUCATION, ISLAND TREES UNION FREE SCHOOL DISTRICT

Probably the best known of these cases is one familiar to all of you as members of the New York Library Association and that is the case of Pico v. Board of Education, Island Trees Union Free School District, 474 ff Supp. 387 (E.D.N.Y. 1979), a case which was accepted by the United States Supreme Court for review on October 13, 1981. Involved is the removal of 11 books from the Island Trees school system in 1975. Members of the school board, having attended a conference sponsored by Parents of New York United, a conservative group, were exposed to excerpts from a number of books deemed "objectionable." Two of the books withdrawn were later put back: Oliver LaFarge's classic study of an American Indian, Laughing Boy, was returned without restriction; Richard Wright's equally classic study of a black youth, Black Boy, was also returned but subjected to parental approval. The remaining nine books are still withheld both from the library and the curriculum: Desmond Morris's The Naked Ape; Eldridge Cleaver's Soul on Ice; Piri Thomas's Down These Mean Streets; Kurt Vonnegut's Slaughterhouse-Five; Best Short Stories by Negro Writers, edited by Langston Hughes; Go Ask Alice; Alice Childress's A Hero Ain't Nothing But a Sandwich; Bernard Malamud's The Fixer; and A Reader for Writers, edited by Jerome Archer. It is interesting that the majority of these books deal with minority groups.

Several students, denied these books, and their parents brought suit against the school board. In the initial review that was adjudicated the judge found no case for the students. The issue, as he perceived it, was "whether the First Amendment requires a Federal court to forbid a school board from removing library books which its members find to be inconsistent with the basic value of the community that elected them." The U.S. Court of Appeals for the 2d Circuit reversed this decision, holding that the student plaintiffs had stated a substantial claim for the violation of their First Amendment rights. One jurist particularly commented on the "chilling effect" of the school board's action. One might better have described it as an ice floe.

In any case, the issue before the Supreme Court is this: Do the students have a constitutional right against interference by the school board in the contents of their libraries or in the subject matter of their curriculum: My answer, and I devotedly hope the Supreme Court's also, is a resounding "Yes."

I object to a school board acting as a community censor; I object to the removal of volumes from a school library based upon an initial reading of these books in an excerpted form; and I object to some parents, speaking for all parents, and thereby restricting all children from materials deemed harmful by only a few. I find little value in highlighting these books, any one of which a New York child can find in a book store or public library, because, as the age-old lesson of the forbidden fruit tells us, nothing becomes more attractive to any of us than the things which are banned. I make no claims for the educational system of our nation; it, like most everything else, has its flaws, but I trust the coming generation every bit as much as my family trusted me. I read my way through the shelves of a branch public library, in and out of the adult stacks as well as the children's room, and I was not harassed by anyone.

As a child, I was particularly interested in music, and I remember foundering, quite literally, through an adult biography of Franz Liszt. I don't know what I made out of his Polish countess or his Russian princess, but I don't think I was particularly hurt by finding out that in some circles people did not live together without getting married. And I have, sometimes over the years, compared the knowledge that I gleaned from that biography with the treatment accorded the pianist and composer Frederic Chopin in a child's biography that I had read about the same time. The biography of Chopin, well sanitized for its youthful audience, insisted on telling me all about his island sojourns with his dear friend, George Sand, without ever letting on that the dear friend's name was a pseudonym for a woman. I still remember that last book vividly, because I came to look upon it as a cheat.

We cannot turn the clock back; however idyllically Winslow Homer's paintings convey to us the charms of a one-room school house and the pleasure of children playing "cracking the whip," that period is not for us. My parents and guardians and teachers did not have to worry about what I found out in a library book; my childhood was not spent in a world where presidents were shot at; civil rights leaders and world leaders gunned down before our very eyes; and popes made the prey of terrorists. The old adage that "sticks and stones may break my bones, but words can never harm them" has a cruelly ironic meaning in a society where little control is exerted over the ownership of guns and weapons and much control is exerted over the contents of the school library.

I am not extolling evil, but I do not live in a world that is immune from it, nor do I believe that children can be protected against knowing that some people are poor, that some have different religions or racial backgrounds than their own, that some people have inherited little from the American dream. That is why I believe the Island Trees case is so very cruel, because it bans precisely the very books that deal with "the others" in our society.

In recounting the reasons why some parents are bringing pressure to have certain books removed, one commentator believed that the issues were profanity, blasphemy, the encouragement of drugs, and the excitation of "unChristian thoughts." I have given some consideration to that last phrase: it seems to me, from my reading of the Gospels, that Jesus consorted with a lot of "the others." In a life imbued with tolerance for sinners, consolation for the leper, and even the sufferance into his presence of a woman, whom his disciples believed little better than a prostitute, there seems little evidence to support the charge of "unChristian thoughts." Indeed, the one constant that the Gospels reveal about Christ is that He seemed always on the side of the minority. His condemnation was of the Scribes and the Pharisees; his love was for the Publican and the Samaritan, the children, the humble, and the poor. In rendering to Caesar the things that were Caesar's and to God the things that were God's, Christ took a view that has undeniably influenced our concept that church and state should be separate; to reverse this now and remove books which excite "unChristian thoughts" seems to me to run counter not only to the tradition of our nation but to all that Christ represented by both word and deed.

I am no theologian or minister, but I believe that Christ's life exemplifies in many ways the value of dissent; surely his death upon the cross did not come about because he held majority views. As St. Paul says in Corinthians II, "Now this Lord is the spirit, and where the Spirit of the Lord is, there is freedom." I shall stake my claim on that.

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THE CHALLENGE TO LIBRARY TRUSTEES INVOLVED IN THE LEGISLATIVE PROCESS*

By Hugh T. Farley,
State Senator, 44th District

Good afternoon. It is a special pleasure to be with you today as you prepare to end your initiation into the mysteries of the laws and customs which govern library trusteeships. I suppose that library trustees face a certain identity crisis when seeking to balance perspectives with those of the professional librarians. After all, we all know that librarians wear their hair in a bun, and go around saying "shhh." You can spot a librarian three blocks away. Trustees aren't so easy to identify!

REPRESENT THE COMMUNITY

It would almost be nice if there were a stereotype of a library trustee. There's something to be said for quick identity, even if it is by virtue of stereotype. Yet, I, for one, am glad that the caricaturists have stuck with librarians (and politicians) and stayed away from you. You are the voice of the community when it comes to library operations, and you must be sufficiently diverse among yourselves to properly represent all of the interests of your community.

You've undoubtedly noticed that I'm leading up to developing an analogy between library trustees and elected representatives. I want to do this for two reasons. Firstly, although I'm excited about the new laws we've developed in the past couple of years to encourage libraries, I'm sure that you've already heard enough about the statistics and these new laws during your meetings earlier. Secondly, I think that there is a real affinity between you and me - we both are trying to do our best to reflect public needs within the context of the professional responsibilities enunciated by our administrative advisors and staff.

The library community has developed an extraordinarily effective lobbying effort in both Albany and Washington during the past few years. I suspect that similar efforts are finding success at the local government levels also. I certainly hope so, for, as you know, local funds still make up the majority of library backing. But the work which your library boards' association and other library groups have done in Albany has not gone unnoticed. Consistent increases in State aid to libraries have made New York a leader in State recognition of the contributions of integrated library-sharing networks to all of the people. And, your lobby groups have made libraries a "good thing" among legislators - witness the fact that 209 of the 210 Senators and Assemblymembers were cosponsors of this year's library aid bill. This has to be some sort of record!

But, what do libraries really want? And what do the people of New York really need from libraries? I would be less than candid if I were to suggest that these questions are being answered clearly today.

We hear that people really want library services and are willing to pay the taxes needed to support them. So, why did voters in DeWitt recently vote down the entire public library budget by a nine-to-one margin? We hear that school libraries are vital to the basic education mission. So, why did the voters in the Mohanason School District vote "no" on library materials but "yes" on interscholastic sports? We hear that contemporary network technology will decentralize the information function, relying on broadly distributed sources rather than a central entity. So, why did the Education Department recommend a tripling of "central library aid" in the 1981 library aid bill, instead of diversifying funds into a function-driven mechanism? We hear of the importance of library functions to our State's Chief Executive. So, why is the State deliberately "starving" our magnificent State Library, forcing cutbacks in acquisitions and heroic efforts on the part of existing staff to maintain their historic high level of service?

IS THERE A BETTER POLICY?

I acknowledge that I've been playing devil's advocate. We may be dealing with isolated incidents, rather than a pattern. But, nevertheless, there remain many basic contradictions which, from my perspective, have not been fully addressed by the library community. Consider the following situations.

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*Presentation to the Fourth Annual Library Trustee's Institute. Albany, N.Y. September 26, 1981.

- Given limited total funds, should we concentrate on library construction or on continuation and expansion of operations?
- Should State policy encourage total diversion of public funds into public library systems as "one-stop shopping" public information sources, or into all types of libraries so as to form regional and statewide information networks?
- Should library policy be set to reflect directly the current mood of each community, or should librarians and trustees proceed entirely along lines of professional responsibilities?

"...new laws we've developed in the past couple of years to encourage libraries...."

When library people come to their State legislators, they bring messages of good will and are received with reciprocal warmth. In this atmosphere, we can no longer afford to avoid the hard questions. We have been successful in achieving funding to help us continue to do what we have been doing. But, we've failed to develop a clear consensus as to whether what we have been doing is what we should be doing in the future.

I know that I'm suggesting an entry into controversy. And maybe that controversy shouldn't take place in the halls of the Legislature, pitting library against library in public debate. But, the debate should take place.

This is where I think that you, as library trustees, entrusted with the responsibility to balance community and professional needs, fit in so well. You are the natural leaders of the forum which will determine future directions in library and information functions. Your strengths in this role are great. You are leaders in your local communities. You are at ease communicating with local constituencies. And, because you are local leaders, you have a special credibility with State and Federal representatives. You can open doors in Albany and Washington not only because of your library connection, but also because of your role as local opinion molders. You face a broad perspective, living a life centered not strictly on the library, but on all your activities in the community. And, in the end, you have the responsibility to provide library services needed by the people of your communities. In spite of rules from the Education Department, and fund restrictions, and entreaties from the librarians, it is your responsibility to set policies which will result in the library service your constituents want and need.

"...contradictions...not been fully addressed by the library community."

So, I perceive you may well want to briefly abandon your role as library lobbyists, and become, instead, the lobbyees. Trustees are the logical evaluators of conflicting messages coming from professional librarians, library users and non-users, fiscal planners, people with special information needs, community interest groups, and others interested in libraries and information. You should individually and as a group assume responsibility for hearing out the competing recommendations, and for then developing these into a coherent program trying to provide the best to the most.

DELIVERING YOUR MESSAGE

Once you've taken this lead, and have worked hand-in-hand with people in and out of the library community to determine just what the best message is to bring to Albany and Washington, then you'll be among the best and most effective people to bring that message. Work now with the the Commissioner's Committee, work now with legislative committees of your trustees association and NYLA, work now with your Education Department, work now with local library groups - and then come to Albany carrying the messages of how I can help you make your programs a reality.

You will, by then, have become experienced in looking through all the techniques people have used on you when lobbying you for their cause, so you'll probably dazzle State legislators sufficiently that we'll be unable to resist your charms and will immediately enact a major program to implement a universally agreed upon program of library priorities for the decade. Then again, we may be so thrilled to be working with informed and coherent lobbyists that we'll postpone action so we'll be able to see you again in future years!

Thank you again for the invitation to spend these few minutes with you today before you head back home. I've tried to keep my message light, but I hope you'll consider its importance. Your colleagues and predecessors have done a magnificent job in Albany. Legislators love libraries! But, we need continuing guidance from the library community as to just what are the needs and wants of libraries and library users. You, as trustees, bear the final responsibilities for your own libraries. So, I hope you will also assume responsibilities for coordinating the competing interests of various library factions and leading the development of coherent plans. Then, you'll be the leaders of successful efforts to lobby Albany and Washington for the help you'll need in implementing these plans.

I know you can do it, and I look forward to seeing all of you in Albany next spring during Library Lobby Day! Good luck!

NYPL'S MID-MANHATTAN LIBRARY OPENING

Elected officials, community leaders, librarians from throughout the metropolitan area, and the general public celebrated New York Public Library Day on February 18, 1982. The activities were in conjunction with the official opening of The New York Public Library's newly renovated Mid-Manhattan Library at 455 Fifth Avenue, on the corner of 40th Street, diagonally across the street from the Library's famous Central Research Building.

The Mid-Manhattan Library is the central library for The New York Public Library's branch system, serving Manhattan, the Bronx and Staten Island. It differs from The Research Libraries in that it provides a strong circulating library as well as a reference collection - some 800,000 volumes in all. It includes collections and services that are not otherwise available in the system, and has staff members who are specialists in particular subject areas. Special attractions include the Popular Library, Project Access, Job Opportunities Information Center, Readers' Advisory Service, Reference Collection, Learner's Advisory Service, Education Collection, Picture Collection, Literature and Language Collection, Art Collection, Science Collection, Business Collection, History and Social Sciences Collection.

The new facility was formerly the site of the Arnold Constable department store. Its open-shelf design - providing direct access to print and nonprint materials - is much like a department store itself; only here intellectual rather than consumer goods are being marketed.

The new five floor Mid-Manhattan building, designed by Giargio Cavaglieri, is a striking architectural accomplishment both inside and out. Glass walls, on both Fifth Avenue and 40th Street, emphasize the concepts of visibility and accessibility. Passersby are attracted by the view of the main level collection and the activity within the library. Its interiors are a response to modern informational needs. Elevators and an escalator represent ready access and the building is color coded by department. Users can locate their desired destination by a color-coded directory and then spot the collection area or service they seek by the decor as they travel from floor to floor.

As a circulating and reference library, Mid-Manhattan is designed to serve the business, scientific, and education communities and to attract students, employees on lunch breaks, and passersby of all ages who are seeking reading materials, quick facts, or a pleasant atmosphere in which to browse. With a wide variety of treatures: 800,000 books, 2,440,397 pictures, 4,500 magazine titles, and extensive microform holdings, Mid-Manhattan is a neighborhood library - for the world's largest neighborhood.

NEW YORK STATE PUBLIC LIBRARY FILM COLLECTIONS—PATTERNS OF USE

By Joseph W. Palmer, Assistant Professor, School of Information and Library Studies, SUNY at Buffalo

As part of a 1979 study (Palmer, Joseph W., The Availability and Use of Experimental Films in Public Libraries of New York State. ERIC 1980. ED 184 542), administrators of the film collections at 22 public library systems in New York State were interviewed and questioned about patterns of film use. The areas served by these systems are highly diverse and range from major metropolitan centers to affluent suburbs, remote small towns, and rural environments. Consequently, there is considerable disparity in their clientele's socioeconomic conditions, levels of education, cultural backgrounds, and sophistication.

AVAILABILITY AND DISTRIBUTION PATTERNS

There are several ways in which films are made available to patrons. At The New York Public Library and Brooklyn Public Library, films are housed in one centrally located library to which borrowers must come for pick up and return. Films may not be requested and obtained through branch libraries.

Seven systems house the film collection in the main public library of their region's major city. Films are available either on a walk-in basis or through delivery to member libraries and branches. In six of these cities (Albany, Buffalo, Rochester, Syracuse, Jamestown, and Binghamton) walk-in borrowing accounts for about half the circulation. At Niagara Falls, it accounts for 75 percent. Thus - even though these collections serve substantial suburban and rural areas - urban users apparently are predominant. It may be noteworthy that Westchester Library System houses its collection in one of several small cities within the system, New Rochelle. Here, walk-in borrowing accounts for only 10 percent of circulation.

Eleven systems house their films at their administrative headquarters. Eight do not provide walk-in service; all transactions must be made through member libraries. Walk-in borrowing is permitted and accounts for about 20 percent of circulation at the Mid-York (at Utica) and Wayne and Ontario counties (at Newark) systems, and about a third of circulation at highly rural Clinton-Essex-Franklin system which has its headquarters immediately next door to the Plattsburgh Public Library.

The Southern Tier system has an unusual arrangement whereby films are kept neither in a library nor at system headquarters but at the regional BOCES where they are serviced by school district personnel.

It should be noted that walk-in patrons are able to seek the assistance of the film advisor when they plan their programs. Admittedly, few patrons, under normal circumstances, have actual contact with the advisor since most of their dealings are with the booking clerks. Still, the advisor is available and the clerks also have acquired a certain knowledge by the mere fact of their constant involvement with the film collection. They may have seen few films, but they know the titles and have heard patrons' comments and evaluations. Member and branch library clerks and librarians rarely have this knowledge. Often, they have only the scantiest knowledge of the film collection or of film and film use in general. Usually, it is the film catalog that does the bulk of the advisement. Thus, it is important to have an up-to-date catalog with detailed, accurate annotations that communicate both the subject matter and the affective content of a film.

> ***"...the film catalog does the bulk of the advisement."***

To summarize: at nine systems the greater part of borrowing is on a walk-in basis at a central public library in the region's major city. Three other systems house films in a major city headquarters building which is not a public library, and walk-in borrowing accounts for 20 to 33 percent of circulation. Westchester houses films in a public library of a town which is not the region's major city, and walk-in borrowing accounts for only 10 percent of circulation. Nine systems provide no walk-in service. All this suggests a tendency for residents of the more urban areas to be the major users of the film collection. It also suggests there may be problems in providing quality advisement to patrons,especially those who do not borrow from the central facility. Paradoxically, rural and suburban borrowers would seem likely to need the most help in program planning. Thus, the importance of a current and thoughtfully executed film catalog is apparent.

FILM USERS AND CHARGES

Who uses public library film resources? Users can be categorized as: groups, schools, individuals, and member libraries for in-library programs. All systems reported substantial borrowing by groups and by member libraries.

Thirteen systems do not serve schools. Six serve schools only on a fee or contract basis. Rochester Public Library and Niagara Falls Public Library lend films free of charge to schools and schools are their major users. Southern Tier's films are housed, maintained, and circulated from the school district's facilities and are available to schools. Rochester has tried to regulate school use by limiting all registrants - school systems as well as individuals - to 50 free films a year. (Beyond that, a per film charge is levied.)

When charges are made to schools, they tend to be very moderate and to represent little more than a service or inspection fee. Mid-York's charges were the highest. They were based on running time and ranged from $5 for a film 11 minutes long or shorter to $35 for feature length films. North Country charges a straight $2 per film. School systems that contract with Southern Adirondack receive 25 films for a $100 fee. At Chautauqua-Cattaraugus, contracting schools are entitled to 120 films for a $600 fee. (Smaller contracts can be arranged.) Wayne and Ontario systems charge each school district $50 a year for 50 films. Beyond that, a $4 per film fee is levied. This is done to benefit small school districts. (At Wayne and Ontario systems 22 percent of circulation is to schools.)

Only three systems do not lend films to individuals. At other systems, borrowing by individuals ranges from light to heavy. Most administrators indicated they were not sure exactly who the individuals are who borrow films or for what purposes they use the films. It was speculated that they are shown at parties and informal get-togethers and at club meetings. Several administrators said they suspect a large portion of circulation to individuals is actually to teachers who borrow films for surreptitious classroom use. It may be significant that borrowing by individuals is low to moderate at Niagara Falls, where schools may borrow films free of charge, and at Chautauqua-Cattaraugus, North Country, and Southern Adirondack, where inexpensive fee and contract plans are available, but quite substantial at Mid-Hudson, Mohawk Valley, Nassau, and Ramapo-Catskill where schools are not served, and at Mid-York, where relatively high fees are charged.

"...urban areas to be the major users of the film collection."

While circulation of films to member libraries for film programs is substantial in all systems, the amount varies. At Brooklyn Public Library, Southern Adirondack, and Southern Tier, it accounts for more than 50 percent of total circulation. All administrators reported extensive children's programming. This was the most common type of program. Eight administrators indicated that showings of entertainment feature films were the second most popular type of program. Administrators complained about the difficulty of attracting young adult and adult audiences to nonfeature film programs.

All 22 systems reported substantial use by community groups and organizations. Administrators were asked to name the types of groups that were frequent borrowers. Their replies were tallied and are reported in Table I. One will notice the great emphasis on institutions, social service agencies, churches, and community clubs. Nursing homes, hospitals, correctional institutions, and mental hospitals were among the institutions mentioned most. Frequently cited also were: day care centers, senior citizen centers, youth groups, and outreach and headstart programs.

TYPES OF FILMS USED

What use is made of films borrowed by groups? Some social service agencies use films to educate about health, consumer, and social problems. A few institutions use them in preparing inmates for release and return to society. Some commercial firms use films for employee training. Arts councils use them for film study and art appreciation.

It was the feeling of most administrators, however, that the vast majority of groups borrow films strictly for recreational purposes. Furthermore, they indicated that many groups are not too selective about what they show; the greatest preference seems to be for non-challenging entertainment.

The uses made of public library film resources are reflected in the types of films the administrators mentioned as being most in demand (Table II). Most popular were children's films, comedies, feature films, and travel films. Several administrators observed that travel films were especially popular with senior citizens. Next in demand were films dealing with animals and nature, entertainment films, and Disney films.

While these genres are most in demand in library systems, other films are used, too. In Brooklyn, for instance, films on ethnicity, women, the aged, and human sexuality circulate well. Health, childbirth, and child care films have high use in the Westchester system. Several systems mentioned audiences for social documentaries and films on social problems. An informal analysis of circulation at The New York Public Library during one week in 1979 showed high use of films on art and Black studies and of avante garde films.

TABLE I
GROUPS BORROWING LIBRARY FILMS

Group	Number of Film Collection Administrators Mentioning
Nursing Homes	20
Churches	19
Social Clubs	14
Social Service Agencies	11
Day Care Centers	10
Hospitals	10
Scouts	9
Y's	8
Youth Groups/Centers	8
Correctional Institutions/Facilities	8
Senior Citizen Groups/Centers	7
Civic Groups	6
Parks Departments	5
Mental Hospitals	4
Firms/Industry	4
Outreach/Head Start Programs	3
Summer Camps	3
Fire Departments	3
Garden Clubs	2
Film Clubs	2
School Clubs	2
Nursery Schools	1
Nurses Residences	1
Community Centers	1
Ethnic Groups	1
Police	1
Arts Councils	1
Mental Health Centers	1
Rod and Gun Clubs	1
Outpatient Programs	1
Rehabilitation Programs	1
Rescue Missions	1
Salvation Army	1

CONCLUSIONS

While there is considerable variation among public library systems in regard to clientele and uses made of film resources, certain characteristics seem to be shared. Urban populations tend to make greater use of the film collection. The greatest amount of walk-in borrowing occurs when the film collection is housed in a central public library facility in the region's major city. Use of film resources is divided among groups, schools, individuals, and member libraries for in-library programs. Groups tend to use films for recreational purposes rather than specific educational objectives. Many systems do not serve schools. In such cases, it appears possible that a substantial portion of circulation to individuals is in fact to teachers for surreptitious classroom use. In-library film programs are most frequently aimed at children. When libraries do offer programs for adults, entertainment feature films seem to have the widest appeal.

Films most in demand reflect the uses made of film resources with films for children and films suited to nonchallenging entertainment of general audiences circulating best.

It should be emphasized that few systems have undertaken formal investigations of who uses their film resources or for what purposes. Formal user studies could test administrators' assumptions about their patrons, and provide a solid base of evidence for more effective collection development, user assistance, and promotion of film resources to the community.

TABLE II

POPULAR TYPES OF FILMS

Type	Number of Film Collection Administrators Mentioning
Children's films	22
Comedies	17
Feature films	14
Travel	13
Animals/Nature	8
Recreation/Entertainment	5
Disney films	5
Sports	3
Social Problems	3
Hunting/Fishing	2
Story films	2
Adventure/Action	2
Ethnicity/Black Studies	2
Health	2
Ecology	1
Cartoons	1
Women	1
Nostalgia	1
Human Relations themes	1
Monsters/Horror	1
Aged	1
Human Sexuality	1
Art	1
Avante Garde	1
War	1
Childbirth and Child Care	1
Alcoholism	1

THE NEW YORK STATE INTERLIBRARY LOAN PROGRAM, NYSILL 1980/81–1981/82

By Jane Gray Rollins,
Coordinator of the Statewide NYSILL Program

The two years reviewed in this report, 1980/81 and 1981/82, may well represent a watershed period for NYSILL and related library programs at the state and regional levels. Several promising events occurred in 1980 that will impact library service in New York State over the next several years and lay the groundwork for change as we go forward into the 1980's.

In January of 1980, Gordon M. Ambach, Commissioner of Education, announced the appointment of a Committee on Statewide Library Development to prepare recommendations for State policy on services, financial support, use of technology, and governance to meet library needs in this next decade. This committee issued its report, *Meeting Information Needs of the 80's*, in October 1981. One of its major recommendations stated that the New York State Interlibrary Loan Network should be redesigned to accommodate point-to-point access and to distribute loan requests more evenly. Other recommendations of the Commissioner's Committee pertain to resource sharing and automation, both of which are areas integral to interlibrary loan in general and NYSILL in particular.

Library legislation drafted in the fall of 1980 was introduced in the Legislature at the beginning of the 1981 session and was successfully passed. Among the programs funded were grants to colleges and universities in the State for collection development and an appropriation of $350,000 to provide access to resources in the Regional Medical Network (RML). Both of these programs will have a long term effect on the NYSILL Network. The collection development aid will strengthen regional resources. The reference and research library resources systems are developing collection development plans for their respective regions. NYSILL is a hierarchical network and additional resources at the regional level will serve to improve resource sharing and provide better service to the user.

The funding to provide access to the RML Network will serve to improve the interface which has existed between the NYSILL and RML networks since 1973. After passage of this legislation, the RML regions in the State were reconfigured to correspond to the reference and research library resources system areas; heretofore, some of these Health Service Areas, as they are known, cut into three or more 3R's regions. Plans are currently under consideration which will serve to improve communications between the two networks.

NYSILL AUTOMATION AND ENHANCEMENTS 1980-82

NYSILL completed its fifteenth year in March 1982. During this period of nearly a decade and a half, the NYSILL program has grown from an almost totally manual operation to a highly automated one. NYSILL has been able to effectively harness the emerging technology to its benefit. In the initial automation phases emphasis was placed on the functions which were most labor intensive at the time. These included record keeping and the referral process.

NYSILL has always maintained its own telecommunications network, linking the 56 NYSILL transmission sites and the 12 NYSILL referral libraries with the State Library. In 1974 NYSILL transmission went on-line; all requests sent to the network are received directly by the computer, which provides the State Library with alphabetical lists of monographs and series for searching three times a day. In 1979 the State Education Department (SED) acquired two Burroughs 7700 computers which have provided greater efficiency and capacity. All NYSILL procedures, such as the referral of requests and reports of action taken on requests, are carried out when entered into the computer, and data are immediately available for access; heretofore, batching and overnight processing has been necessary.

During 1980 work began on several enhancements to NYSILL computer programs, and over a period of several months beginning in April of 1981, these were released to the network participants. Three of the enhancements are for general use in the network.

(1) The message switch capability provides for a message of up to 500 characters to be sent to or from the State Library by the NYSILL transmission sites and/or the NYSILL referral libraries.

(2) The Query Request Status (QRS) program allows transmission sites to check the status of a request as long as it is active in the NYSILL system and for five working days after a final report has been made.

(3) The Inquiry program (IQ) will allow access, even after completion of a request, to completed requests for a period of two months prior to the completion date, in case reports or referral information needs to be checked. This program is not on-line, it is run overnight; but the data remains active in the system for five working days after recall.

Two of the computer enhancements were developed for use by the referral libraries only.

(1) The Quest Request (QR) program will display the entire bibliographic citation of any request active in the system.

(2) The program entitled My Exceptions (MEX) will print out those requests which have been outstanding at a referral library for more than six days. These enhancements to NYSILL have not only improved service but have made the NYSILL Network more accountable to its users.

During this two-year period, the NYSILL telecommunications network equipment was upgraded. All sites participating in the NYSILL Network now have high speed terminals. The increased speed has measurably reduced the transmission time in the network and made for more efficient processing.

NYSILL VOLUME

Interlibrary loan is a library service which continues to be in great demand. During 1980/81, the NYSILL program continued the growth pattern which was re-established in 1979/80 with another four percent increase. The overall NYSILL volume was 146,947 requests.

In 1981/82 the growth pattern continued during the first six months. At the end of September 1981 overall volume had increased 3 percent over the previous year. However, during the last six months overall volume declined somewhat, and the year ended with a one percent decrease compared with last year. It is not really possible to account for the decline, but it is believed that the implementation of the funding for the NYSILL/RML interface contributed to fewer requests coming to NYSILL.

In May 1981 the document delivery component of the RML Network became a fee-for-service network and all medical requests filled cost $5. In December 1981 the first year of the NYSILL/RML Interface funding (Chapter 718, Laws of 1981) was implemented, and RML Library Service coupons were allocated to the reference and research library resources systems for distribution to libraries in their regions. The coupons covered filled medical requests in the RML network. Before this new funding was implemented, many libraries chose to send their medical requests to NYSILL; but after the distribution of the RML Library Service coupons, many requests returned to the RML ntwork. That is not to say NYSILL does not still receive medical requests; in fact, it has always been the most heavily requested subject area in NYSILL. However, the author believes that, in part, the changing access pattern of the RML network affected NYSILL volume this year. Total requests in NYSILL in 1981/82 were 144,578.

NYSILL ELIGIBILITY

The NYSILL Network continues to be a research oriented network rather than an all-purpose interlibrary loan network. The libraries which comprise the network are research libraries including the State Library. Requests for popular and/or basic level materials do not fare well in the network. If the State Library owns an item, it will loan it; but it does not collect in such fields as astrology, cooking, or sports.

NYSILL requests are divided into two categories: those eligible for referral and those ineligible. Ineligibility applies more to the type of material requested than to a poor or improper bibliographic citation. An eligible request, however, may be classified as ineligible for a number of reasons. If the borrower has a time constraint, or for some reason does not wish for the request to go beyond the State Library, it is usually coded as ineligible when sent to the State Library. In reviewing the NYSILL requests, the staff at the State Library may elect not to refer an item because of poor verification, no NYSILL location, or for the lack of a copyright clearance code.

In 1980/81, 72.4 percent of the requests received were eligible for referral, an increase of 1.4 percent over those received in 1979/80. However, in 1981/82, the percentage increased almost 5 points, with 77 percent of all requests received being eligible for referral. During the spring of 1981, five regional NYSILL meetings held across the State included a presentation on the importance of verification made by librarians from the NYSILL subject referral libraries. Accurate verification is essential to good interlibrary loan practice. The meetings seem to have had a telling response, but the State Library and the referral libraries still find it necessary to provide additional bibliographic work on a large number of NYSILL requests.

The highest percentage of eligible requests were submitted by the following types of NYSILL transmission sites. In 1981/82, the 3R's systems had the highest percentage (96.4), followed by academic and special libraries (95.6), and public library systems (61.2). Requests submitted by mail had the lowest percentage of eligible requests (27). The percentages relating to submission of eligible requests were slightly lower in 1980/81 but in nearly the same ratio and in the exact same sequence.

NYSILL has generally received more requests for monographs than for serials, but in this two-year period, a change has taken place. In 1980/81, the percentage of monograph and serial requests received was the same, 46 percent each. The remainder were either subject requests or unreferred mail requests. This year, 1981/82, for the first time, serial requests (48 percent) outnumbered those for monographs, which remained at 46 percent.

NYSILL USERS

The NYSILL user categories remain the same each year. They are faculty, student, professional, industrial researcher, resident of a correctional institution, and other (general public). The other (general public) category has traditionally been the largest single NYSILL user category. This remains true in this two-year period, but if the figures for faculty and student are combined, the academic user (41.3 percent) becomes the largest user type. Within the two-year period being reported here, the student group (24 percent) had the greatest growth rate (5 percent) between 1980/81 and 1981/82. The other user groups using the network in 1981-82 ranked as follows: faculty (17.1), professional (17), industrial researcher (8.4), and resident of correctional institution (0.2). The latter category showed a gain of eight users from 1980/81 to 1981/82; however, most of their needs were met at the local and regional levels. The State Library's Law Library does provide a direct service for legal material for these users which is outside of NYSILL.

Since NYSILL is a hierarchical network, access is from the local and regional categories: 3R's systems, academic and special libraries, and public library systems. In addition, requests may be submitted by mail if a library does not have a system affiliation. During 1980/81 and 1981/82, 3R's systems submitted 26.4 and 29 percent respectively for each year of all NYSILL requests, academic and special libraries 25 and 23 percent respectively, and public library systems 41.2 and 42 percent respectively. It appears that the 3R's volume of submission increased in 1981/82, the academic and special library submission decreased, while the public library systems volume remained almost the same. Mail requests declined in 1981/82 to 5.6 percent from 7.4 percent in 1980/81.

The NYSILL transmission sites submit requests for all the patron status groups. While the ratio changes little from year to year, the following percentages are for 1981/82. The 3R's councils' request submissions for NYSILL users divide as follows: professional (18.4 percent), faculty (26.7 percent), student (32.2 percent), industrial researcher (15.9 percent), other (6.8 percent).

Academic and special libraries' largest user group is the professional (32.9 percent), followed by faculty (26.9 percent), student (30.4 percent), industrial researcher (7.1 percent), other (2.7 percent).

The public library systems' largest user group is understandably other (61.2 percent), followed by professional (8.5 percent), faculty (6.9 percent), student (18.5 percent), industrial research (4.5 percent), and resident of correctional institution (0.5 percent).

Most of the requests received by mail (82 percent) do not carry a patron status. However, the remaining 18 percent of the mail reflects referral mail and divides as follows: professional (7.5 percent), faculty (3.2 percent), student (0.9 percent), industrial researcher (4.5 percent), other (1.9 percent).

ANALYSIS OF NYSILL USER NEEDS

If one reviews the past annual reports of NYSILL, it is apparent that NYSILL user needs do not change much from year to year. There are slight adjustments within subject areas from one year to another, but overall there has been a fair amount of consistency in the needs of the patrons of the NYSILL Network. This is not surprising because a researcher uses interlibrary loan for definite needs, and NYSILL is a network which provides access to research resources. Users come to know where the resources are which have the potential of best satisfying their needs. The subject areas which receive the greatest number of requests in the NYSILL Network have remained remarkably the same over the years that NYSILL has been in operation.

In order to accommodate the computer and incorporate the data necessary to perform this analysis, the Dewey Decimal System is divided into 35 groups. Allied subject areas are grouped together wherever possible, e.g., 540-549, Chemistry and Allied Sciences and 660-669, Chemical and Related Technologies. Other classifications are separated, e.g., 930-939, General History of the Ancient World to ca. 499; 940-949, General History of Europe Western Europe; 950-959, General History of Asia, Orient, Far East.

Each year, the five subject areas which receive the greatest number of requests are identified. For this reporting period that procedure has been altered slightly in order to illustrate the consistency in NYSILL usage.

In 1980/81 and in 1981/82, the four subject areas receiving the largest number of requests were as follow:

610-619 - Medical Science

600-609, 620-629, 670-699 - Technology, Engineering Manufacturers

330-339, 350-359 - Economics, Public Administration, Public Services, Public Utilities

300-309, 360-369, 390-399 - Social Sciences, Social Welfare, Customs and Folklore

These same four classification groups were also the most heavily requested subject areas in 1978/79 and in 1979/80.

For this reporting period there is a virtual tie for fifth place between the fifth and sixth most heavily requested classifications, hence both are being noted. In 1980/81, the fifth and sixth most requested subject areas were:

700-779 - The Arts

800-829, 400-429 - American and English Literature

In 1981-82, the fifth and sixth most heavily requested classifications were:

800-829, 400-429 - American-English Literature

560-579, 590-599 - Paleontology, Anthropology, Zoology

When the fifth most heavily requested subject areas of 1980/81 are compared with the fifth placement sequence in 1978/79, the difference is quite apparent; bibliography, 000-009, has been replaced by the arts and American and English literature. In 1981/82, American and English literature is maintaining a strong position for a second year in a row, but closely followed by paleontology, which was the fifth subject area in the 1979/80 sequence.

For the past four years, 1978-82 specifically, and in general throughout NYSILL's history, technical, scientific and sociological subject areas have predominated as being in greatest demand by NYSILL users, although, during this reporting period, American and English literature needs have risen in demand. In fact, approximately 70 percent of the NYSILL requests fall within a third of the 35 Dewey Groups. Those subject areas which receive substantial requests in addition to those mentioned above are in order request volume as follows: Bibliography, Political Science, Philosophy and History of Science, Paranormal Phenomena and Arts, Psychology, Education, and Religion.

It does not always follow that those subject areas which receive the most requests will be those which have the highest fill rate, but for this two-year period that is the case. Those subject areas set forth in detail above were those in which the most requests were filled, and those same subject areas were also those in which the greatest amount of material requested was reported as not owned.

NYSILL PERFORMANCE

To use a currently popular phrase, the bottom line in any interlibrary loan program is the fill rate. In 1980/81, NYSILL maintained the

61 percent fill rate achieved in 1979/80. In 1981/82, the fill rate was 60 percent. The fill rate is based on annual statistics and not on the monitoring quarter. The State Library fill rate averages about 37 percent per year. In 1981/82, the referral library fill rate increased 5 percent, up to 54 percent from 49 percent in 1980/81.

The fill rates of the State Library and the NYSILL referral libraries cannot really be compared because they are based on different volumes. The State Library, which serves as the hub and switching center of the network, is the only library in the NYSILL program which checks all incoming requests, eligible and ineligible. The referral libraries' fill rate is determined by the number of requests satisfied from the total volume referred to them. In 1980/81, 71,588 (49 percent) of all requests received in NYSILL were referred, and the referral libraries filled 35,268 (49 percent) of the total referred. In 1981/82, referrals in the NYSILL Network declined approximately 7 percent to 42 percent. This decrease was primarily the result of having to discontinue second referrals because of decreased NYSILL funding. However, although the volume of referrals was down, the referral library fill rate increased as noted above.

The resources which backstop a network are the vital force and life blood of the network. NYSILL has been fortunate since its beginning to have some of the most outstanding libraries in the country as its resource collections. Profiles of the NYSILL referral libraries were published in The Bookmark, Winter 1982. However, the economic woes of the past decade have taken their toll on these libraries, as on all other libraries. In the early 1970's the NYSILL referral libraries reported owning 85 percent of the material requested through the network. As the decade moved ahead and inflationary pressures increased, the ownership rate of materials requested through NYSILL declined until in 1977/78 it fell to 67 percent. In 1979/80 a turnaround took place and the ownership rate rose to 72 percent. During the past two years maintenance of this rate has not been possible; it has declined 1 percent each of these two years and in 1981-82 was 70 percent.

It must be remembered that during this time of escalating costs of library materials and major cuts in acquisition budgets, user demands have proliferated at an exponential rate because the new technology is providing faster and in-depth access to published information. NYSILL receives requests for the more advanced resources, the hard to find and frequently esoteric item. A State Library study made in September of 1981 on a current sample of NYSILL requests attempted to compare NYSILL and OCLC access potential for the requested material and found that 60 percent of the material requested was not listed in the OCLC data base at that time. This fact points up the necessity for different library networks. Today, a single network can be no more self-sufficient than can a library. In New York we are indeed fortunate to have several avenues by which interlibrary loan may be pursued. What is needed now is some kind of an interface between and among these developing networks.

ELAPSED TIME

Elapsed time is certainly a measure of performance, but since it is such a crucial factor in the interlibrary loan process it will be dealt with separately. The various time sequences set forth here reflect the time a request is in the NYSILL Network; that is, from the time a request is received at the State Library to the time a final report is made on that request by either the State Library or a referral library. The periods of time a request remains at the borrowing library, within the regional loan system, or in the delivery process if filled in NYSILL cannot be assessed because they are not known. The times noted are based on statistics for the monitoring quarters (October-December) of the two years being studied. In 1980/81 it took approximately five and one-half days for 90 percent of the requests to clear the State Library. In 1981/82 clearance time improved with 90 percent of the requests clearing the State Library in a little over three days. This measurable decrease in turnaround time was in great part due to a more stable staffing situation in the Interlibrary Loan unit of the State Library, but a revision of procedures within the Interlibrary Loan unit also contributed to the efficiency of handling requests.

The overall network turnaround time improved by one day during this two-year period. In 1980/81 it took approximately nine days for the average request to clear the NYSILL Network; in 1981/82 turnaround time was eight days. It is hoped that another year will see the network turnaround time further reduced. It has been noted that in the last quarter of 1981/82, a non-monitoring period, that the number of requests outstanding in the NYSILL Network beyond six days has been drasticaly reduced. The reason may well be that the NYSILL referral libraries can more easily keep track of requests referred to them and the number of days a request has been at their library through the NYSILL enhancement of the My Exceptions program mentioned earlier. Also, those referral libraries which have branch libraries to which they have to send referred requests for searching and filling are trying to improve their internal delivery system.

It is of interest to compare the elapsed time involved in the several facets of the NYSILL program which we analyze. One of these is the time it takes to complete work on monograph requests versus serial requests. In 1980/81, it took the State Library six days to clear 90 percent of requests for monograths and about three and one-half days for serial requests. That year the percent of each type of request received by NYSILL was equal. The picture for the network as a whole is in much the same ratio. The average serial request was completed in 8½ days, while monographs took about 10½ days. In the past, serial requests have required more time than monographs. During the two years represented in this report, NYSILL has advocated a double verification for serials, one for the journal title and a second for the desired article; and although compliance is not 100 percent, this procedure may result in better citations. It should also be noted that NYSILL receives many requests for retrospective materials, and this often requires additional verification at the state and referral level.

In 1981/82, the overall improved turnaround time was reflected in processing requests for monographs and serials. The State Library cleared both types of requests in three and one-half days. In the network as a whole, the time frame was doubled for monographs, with 90 percent of monographs clearing in seven days, while serials took approximately eight and one-half days. These statistics undoubtedly reflect the fact that the hard-to-find items are those which are usually referred beyond the State Library.

NYSILL requests, when searched, are processed strictly on an alphabetical basis, and there is not any differential by patron status or by transmission site because the computer scrambled all requests when initially received. There is little difference in the time it takes to process the requests of one patron status from another, as the following illustrates. In 1980/81, the State Library cleared 90 percent of all user requests except for "Student" and "Other" in four and one-half to five days. Requests that year from "Student" and "Other" averaged five and one-half days. In the network, most user requests, regardless of patron status, cleared in eight and one-half days, but requests from faculty and students required about 10 days.

In 1981/82, the overall turnaround improved. The State Library cleared the requests for all users except students and industrial researchers in three and one-half days. The student and industrial researcher requests averaged four days. In the network, as a whole, there was general improvement in elapsed time but a greater variation by patron status. Requests for residents of correctional institutions cleared in four and one-half days. Requests for the category "Other" cleared in six and one-half days. The professional category requests cleared in seven and one-half days, while requests for the remaining user categories - faculty, student, and industrial researcher - took eight and one-half days. The reason for this fluctuation in the network as a whole cannot be accounted for. It, undoubtedly, is related to the kind of materials being requested.

The NYSILL program has been fortunate in having a sophisticated computerized record-keeping mechanism for most of its history which generates statistics for aspects of the network's processes. Some areas, however, cannot be judged satisfactorily by statistics - areas of weakness in the network's resources. Information on what is not owned in the network can only be ascertained by reviewing the unsatisfied requests. This is a very time consuming project, but one in which some headway is being made. A 65 percent sample of requests reported not owned by the NYSILL referral libraries during the monitoring quarter of 1981-82 is in the process of being analyzed to be reported later.

The majority of NYSILL requests are transmitted via teletype from authorized transmission sites; however, about five to seven percent are received by mail. Teletype requests receive first priority. In 1980/81, 90 percent of the teletype requests cleared the State Library in four and one-half days and the network in eight and one-half days. Mail requests took five and one-half days to clear the State Library and seven and one-half to clear the network as a whole.

In 1981/82 clearance of teletype requests improved at the State Library, taking 3½ days, while the time to clear mail requests increased to 10½ days. The difference in time between these types of submission was much less for the network as a whole, teletype requests took 8½ days and mail requests 10½ days. This time analysis is based on the statistics for the monitoring quarter, and the greater elapse of time this year in handling the mail requests can probably be attributed to the fact that for a few weeks during the October-December quarter of 1981, the Interlibrary Loan Unit had some staff vacancies and work on the mail requests suffered accordingly.

NYSILL ADVISORY GROUP

In July 1981 a NYSILL User Advisory Group was appointed by the state librarian to provide a method of ensuring that interlibrary loan users' comments and suggestions are received by the State Library. This group of seven librarians will advise the State Library on the concerns of NYSILL users, on the effectiveness of the NYSILL Network, and will make recommendations for the improvement of network operations and services. The first meeting with State Library staff was held November 24, 1981. The group will meet twice a year. The second meeting was held on April 30, 1962. Members of the NYSILL Advisory Group are: Chairperson, Rebecca Kroll, interlibrary loan librarian, SUNY at Buffalo; S. Kirk Cabeen, director, Engineering Societies Library; Cheryl Connolly, interlibrary loan librarian, Schaffer Library, Union College; Elizabeth Kraus, research librarian, Kodak Research Library; Christine Oppenheimer, bibliographic center librarian, Southeastern New York Library Resources Council, Sojourner Truth Library, SUNY College at New Paltz; Ellen Parravano, union catalog and interlibrary loan librarian, Westchester Library System; Normal Seldes, director, East Meadow Public Library.

PROJECTION FOR THE FUTURE

I do not profess to have a crystal ball, or if I had one to be proficient in predicting the future; however, I do believe that the decade of the 1980's will bring changes for libraries in areas such as services, network development, and resource sharing. The interlibrary loan process crosses all of these areas. In some respects, NYSILL has experienced few changes during its 14-year history. Although it has improved its operational procedures through use of automation, the structure of the network has remained the same.

As we look to the beginning of another year, there is planning underway which portends change for the future of NYSILL. For several years there has been interest in point-to-point communication. The expansion of the message option in NYSILL to 500 characters has permitted the planning of a six-month pilot project in point-to-point communication beginning April 1, 1982. The pilot participants will be the NYSILL transmission sites in the Central New York Reference and Research Library Resources system and the North Country Reference and Research Library Resources System. These sites will be able to exchange messages, including bibliographic citations, among each other, using the NYSILL telecommunications as the vehicle. These two systems have had an inter-regional interlibrary loan program for several years. During the pilot we will be able to monitor and evaluate the time it takes to enter messages and/or bibliographic citations into the message section of NYSILL, what storage capability is needed, as well as the effectiveness of this option from the user perspective.

Development of an interface between NYSILL and the State Library's on-line catalog and Collection Management Section (CMS) is currently underway. We hope to have a limited pilot project with remote access to CMS during the summer of 1982. Later in the year the interface with NYSILL should be available. With the NYSILL/CMS Interface the State Library's catalog can be searched from a remote site; and if the desired items are found, through interaction with the NYSILL computer via a microprocessor, the bibliographic data will be formatted as a NYSILL request and transmitted to NYSILL.

Negotiations are also in progress to install a Research Library Information Network (RLIN) terminal in the Interlibrary Loan Unit of the State Library for searching requests only. Although interlibrary loan transactions will not take place between NYSILL and RLIN, referrals to the NYSILL referral libraries should improve, especially for monographs acquired from the mid-1970's to date. This is a beginning step, but one that will maximize location data for many materials requested through the NYSILL Network. For many users in the State, NYSILL is the primary access route for research resources.

These developments represent great potential for the redesign of NYSILL as advocated by the Commissioner's Committee on Statewide Library Development. During the coming year work will begin on carrying out the recommendations of that Committee's report, Meeting Information Needs of the 80's. NYSILL will be a priority consideration as planning gets underway to increase the accessibility and availability of resources and to improve the speed of delivery of materials to the people of the State.

COLLEGE AND UNIVERSITY LIBRARIES RECEIVE HEA TITLE II FUNDS

By E. J. Josey
Chief, Bureau of Specialist Library Services,
New York State Library

The awarding of grants to institutions of higher education and public and private nonprofit library agencies that provide library and information services on a formal cooperative basis was announced by the U.S. Department of Education. The grants were awarded under the College Library Resource Program, Title II-A of the Higher Education Act of 1965, as amended.

Grants were given to institutions of higher education and library institutions to procure materials such as books, periodicals, documents, and other printed and published materials, magnetic tapes, phonograph records, and audiovisual materials to augment library instructional and research resources. The maximum funding level for basic grants for FY 1981 was $1,200 each per eligible institution, rather than the maximum of $5,000 which is authorized by the Higher Education Act. The level of basic grants made in FY 1981 continues the severe cut in the program.

> ***"In New York State, 196 institutions received basic grants- . . . totaling $235,200."***

BASIC GRANTS, TITLE II-A

An analysis of the U.S. Department of Education's announcement of grants given to institutions of higher education and/or eligible private nonprofit library agencies that were approved for FY 1981 was made by the Bureau of Specialist Library Services, Library Development. In New York State, 196 institutions received basic grants of $1,200 totaling $235,200. During FY 1980, 198 institutions in New York State received basic grants totaling $374,950. The money received by institutions in New York State during FY 1981, $235,200, represents a 37 percent decrease from funds received by college and university libraries and other nonprofit library agencies in New York State in FY 1980.

Seven of the Reference and Research Library Resources Systems received basic grants: Capital District; Central New York; Long Island Library Resources Council, Inc.; New York Metropolitan Reference and Research Library Agency, Inc. (METRO); North Country Reference and Research Resources Council; Rochester Regional Research Library Council; and the South Central New York Library Resources Council. The Associated Colleges of St. Lawrence Valley, and the College Center of the Finger Lakes, two consortia, also received basic grants.

In spite of the distressing reduction of HEA Title II-A funds, college and university librarians welcome the grants. Since the Higher Education Act of 1965 was enacted, the price of books has tripled from $7.65 to $23,57. Periodical prices have quintupled from $6.95 to $34.54 in 1980. Although the funding level is low, nevertheless these funds are vital to the continued growth of academic library resources.

TITLE II-B FELLOWSHIPS AND INSTITUTES

Grants are made to institutions for library eduction programs from Part B of Title II of the Higher Education Act of 1965 as amended. In FY 1981, five institutions in New York State received a total of $76,000 for fellowships. Colleges and universities receiving these funds include: Pratt Institute - $16,000; Queens College, The City University of New York - $16,000; St. John's University - $16,000; State University of New York at Albany - $12,000; and State University of New York at Buffalo - $16,000. New York State did not fare as well as it did in FY 1980, for in FY 1980 six institutions received $82,500. The amount of funds received in FY 1981 represents an 8 percent decrease.

The diminishing funds in FY 1981 means the continuation of the 1980 policy of no grants to institutions for institutes. There has been no funding for institutes since FY 1979. Nevertheless, librarians and library educators are anxious to have institutes restored because they have been invaluable in providing training to upgrade the skills and expertise of practicing librarians and information specialists.

TITLE II-B LIBRARY RESEARCH AND DEMONSTRATION

Unfortunately, no money was appropriated for grants under the library research and demonstration programs funded under HEA Title II-B. Basic research, which has had a great impact on the delivery of library and information services, formerly was undertaken as a result of this program. Librarians and educators look forward to the reactivation of this aspect of the program.

TITLE II-C RESEARCH LIBRARY GRANTS

Grants awarded under the HEA Title II-C program in FY 1981 will strengthen research library resources in the State. New York received a total of $1,113,994 in FY 1981 given to three institutions. This is a 42 percent increase from FY 1980 when three institutions received $784,081. Institutions receiving grants include: Cornell University, $284,639 to continue the acquisition and cataloging of serials, dissertations, and archives and monographs for Southeast Asia and East Asia; American Museum of Natural History, $166,539 to begin the preservation and cataloging of the photographic collection; The New York Public Library, $662,816 to conduct a cooperative project with Columbia University and New York University to improve access and preserve materials in the field of art and architecture.

NEW YORK STATE'S SHARE OF HEA FUNDS

Funds granted to college and university libraries in New York State in FY 1981 increased significantly. In FY 1981, New York institutions received grants under Title II Parts A, B, and C amounting to $1,425,194, a 15 percent increase from FY 1980 when institutions in the State received grants totaling $1,241,531. On examination of the parts of this Title individually, there was a significant drop in funding under two of the three parts. While institutions received basic grants for library resources under Title II-A, the amount of funding decreased by 37 percent in this category; there also was an 8 percent decrease in Title II-B fellowship funding.

While there was no funding for research and demonstration, there was an increase of 42 percent in HEA Title II-C research library grants. Federal funding plays a substantial role in the support of college and university libraries under the Title II HEA program. Research in librarianship relating to practical as well as to theoretical issues has helped to solve critical problems facing librarians, information scientists, and library educators. Strengthening of libraries by upgrading personnel through training has also resulted from the HEA Title II program. Librarians, faculty, and students benefit from this important program.

SYSTEM LINKS PROMOTE NATIONWIDE BIBLIOGRAPHIC DATA BASE

Linking computer systems to allow users to locate bibliographic information in systems other than their own is the objective of recent Council on Library Resources grants. The Research Libraries Group, Inc. (RLG), the Washington Library Network (WLN), and the Library of Congress are working together to develop a "Standard Network Interconnection" (SNI): a means of connecting their three computer systems so that each can communicate with the others. This work has been funded under the Council's Bibliographic Service Development Program (BSDP), and builds on previous BSDP work on linking authority systems. WLN will receive up to $330,000, and RLG will receive up to $395,000 to support participation in the project, which is scheduled to be completed in 1983.

The development of the SNI is part of the BSDP's Linked Systems Project (LSP; formerly the Linked Authority Systems Project, LASP), which supports activities promoting both technical and intellectual links between computer systems. The technical links are the telecommunication capabilities that allow computer systems to exchange information. The intellectual links include sharing authority records between systems, and the development of telecommunication protocols for sharing information between computers. These protocols are the procedures and rules that govern computer-to-computer communications.

The Council's Bibliographic Service Development Program's major objective is to reduce the economic, technical, and organizational constraints on access to information about information. The BSDP encourages cooperation between major producers of bibliographic records, and assists producers and other organizations in the creation and refinement of elements of a new computer-based national bibliographic record service.

"IT GIVS PROMIS OF INFINIT GOOD..."

Melvil Dewey (1851-1931) is best known for his classification system, but his many other accomplishments include the founding of the American Library Association in 1876, the establishment of the Library Journal, and the organization of the School of Library Economy, the first training institution for librarians in the United States. From 1888 to 1906, he served as Secretary to the Board of Regents and State Librarian. Under his guidance the New York State Library became a model of efficiency and innovation.

Few, however, are aware of his important role in the early movement for adult education in the United States. As a State Librarian, he pioneered such innovations as the picture lending collection and a traveling library system. From 1907 onward, he served as a trustee of the Chautauqua Institute, whose study groups and traveling lecture programs created a revolution in learning during the late 19th century.

Dewey's interest in adult education continued long beyond his retirement in 1907, and the following article appeared in Libraries, an early publication of the American Library Association, in 1926. The simplified spelling system which he championed has not been as widely adopted as the Decimal System.

IS ADULT EDUCATION THE RIGHT NAME?

The present strong movement for extending education more widely deserves the warmest support from all. It givs promis of infinit good, but the new name is not so good as Home Education, the name I chose after long consideration many years ago for this state department in N Y. The reasons that decided us to take it also decided the U S buro of education. It was chanjed in N Y thru the whim of an individual without due consideration.

Education is in two distinct parts, that givn for a limited time in skools from kindergarten to university where the skool is the sole or main occupation during the course. While most of this is done in yuth, there ar many thousands of adults who ar taking courses in collejes, professional, teknical skools and universities. In fact, the majority of their students ar adults.

The other half of education is secured as a byproduct while the student is at home insted of in skool and is usually engajed in sum regular vocation. This education is for minors as wel as adults and is best described as Home Education in distinction from skool education.

We ar not creating new skools where the condition of admission is that one must be over 21 years old. These skools alredy exist. The present movement for adult education which ought to be called Home Education, is to reach into the homes of the cuntry and to induce both yung and old who can no longer giv their main time to skools to go on with education by means of libraries, museums, study clubs and extension teaching, including lectures, sermons, etc. Libraries, of course, include magazines and papers, i e, all that cums from reading the conventional caracters printed on paper, and museums include all the education that cums from reading the natural languaje, not only of sientific and other specimens and art, but also any improvement that cums from any experience or observation, like beautiful senery, fine music or works of art that educate without the necessary intervention of print.

I plead therefore for Home Education as the betr description of the great work in which we ar all so much interested.

Melvil Dewey

FREE ACCESS TO LIBRARIES FOR MINORS
AN INTERPRETATION OF THE LIBRARY BILL OF RIGHTS

Some library procedures and practices effectively deny minors access to certain services and materials available to adults. Such procedures and practices are not in accord with the LIBRARY BILL OF RIGHTS and are opposed by the American Library Association.

Restrictions take a variety of forms, including, among others, restricted reading rooms for adult use only, library cards limiting circulation of some materials to adults only, closed collections for adult use only, collections limited to teacher use, or restricted according to a student's grade level, and interlibrary loan service for adult use only.

Article 5 of the LIBRARY BILL OF RIGHTS states that, "a person's right to use a library should not be denied or abridged because of origin, age, background, or views." All limitations on minors' access to library materials and services violate that Article. The "right to use a library" includes use of, and access to, all library materials and services. Thus, practices which allow adults to use some services and materials which are denied to minors abridge the use of libraries based on age.

Material selection decisions are often made and restrictions are often initiated under the assumption that certain materials may be "harmful" to minors, or in an effort to avoid controversy with parents. Libraries or library boards who would restrict the access of minors to materials and services because of actual or suspected parental objections should bear in mind that they do not serve in loco parentis. Varied levels of intellectual development among young people and differing family background and child-rearing philosophies are significant factors not accommodated by a uniform policy based upon age.

In today's world, children are exposed to adult life much earlier than in the past. They read materials and view a variety of media on the adult level at home and elsewhere. Current emphasis upon early childhood education has also increased opportunities for young people to learn and to have access to materials, and has decreased the validity of using chronological age as an index to the use of libraries. The period of time during which children are interested in reading materials specifically designed for them grows steadily shorter, and librarians must recognize and adjust to this change if they wish to serve young people effectively. Librarians have a responsibility to ensure that young people have access to a wide range of informational and recreational materials and services that reflects sufficient diversity to meet the young person's needs.

The American Library Association opposes libraries restricting access to library materials and services for minors and holds that it is the parents — and only parents — who may restrict their children — and only their children — from access to library materials and services. Parents who would rather their children did not have access to certain materials should so advise their children. The library and its staff are responsible for providing equal access to library materials and services for all library users.

The word "age" was incorporated into Article 5 of the LIBRARY BILL OF RIGHTS because young people are entitled to the same access to libraries and to the materials in libraries as are adults. Materials selection should not be diluted on that account.

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